

**QUINCUAGÉSIMA NOVENA REUNIÓN DEL  
CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN**

Ginebra, 27 a 29 de enero de 2010

**INFORME Y DECISIONES**



## **Punto 1: Apertura de la reunión**

1. La Directora de la OIE, Sra. Clementina ACEDO, informó al Consejo que el Excelentísimo Sr. Raúl VALLEJO CORRAL, Ministro de Educación del Ecuador y Presidente saliente del Consejo de la OIE no había podido viajar a Ginebra para presidir la 59ª reunión del Consejo. En ausencia del Presidente y de conformidad con el Reglamento del Consejo de la OIE (IV, Sección V, Artículo 6, párrafo 2), presidió la inauguración de la 59ª reunión el Vicepresidente que le sigue por orden alfabético, es decir el Dr. Said Bin Saleem AL-KITANI, Delegado Permanente suplente del Sultanato de Omán y Vicepresidente designado del Consejo de la OIE, en representación del Grupo electoral de los Estados Árabes.

2. El Dr. AL-KITANI declaró abierta la sesión a las 10.00 h del miércoles 27 de enero de 2010, dio la cordial bienvenida a todos los miembros y expresó sus buenos deseos para el año 2010. Manifestó asimismo su agradecimiento por el papel desempeñado por el Excelentísimo Sr. VALLEJO CORRAL, Presidente saliente del Consejo de la OIE, en apoyo de los programas de la Oficina, en particular durante la 48ª reunión de la Conferencia Internacional de Educación (CIE).

Estuvieron representados 27 Estados Miembros; la lista de participantes figura en el *Anexo XI*.

## **Punto 2: Aprobación del orden del día revisado (Documento: UNESCO/BIE/C.59/1/Rev.)**

3. El Dr. AL-KITANI llamó la atención del Consejo sobre la importancia del punto 10 del orden del día "*Establecimiento de un grupo de trabajo encargado de completar la Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo*" y sobre la necesidad de dedicar más tiempo a los debates de fondo sobre la cuestión. El delegado de Malasia, en su calidad de Presidente del Grupo Administrativo, comunicó al Consejo las recomendaciones pertinentes formuladas por el Grupo sobre la reorganización de los puntos del orden del día que fueron aprobadas. El orden del día revisado y aprobado (que se adjunta como *Anexo I*) fue también motivo de que la 59ª reunión del Consejo se clausurara a las 11.30 h del 29 de enero y de que se programara la primera reunión del Grupo de Trabajo inmediatamente después, aprovechando la presencia de los miembros del Consejo.

### **DECISIÓN**

**Con arreglo a las recomendaciones del Grupo Administrativo y tras un breve debate, el Consejo aprobó la siguiente reorganización de los puntos del orden del día provisional, según figuran en el párrafo 2 del Informe del Grupo Administrativo (documento UNESCO/BIE/C.59/Inf.3):**

- **Una ronda inicial de debates sobre el punto 10: "*Establecimiento de un grupo de trabajo encargado de completar la Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo*" que se desarrollará en la mañana del 27 de enero, inmediatamente después del punto 4: "*Intervención del Sr. Qian TANG, representante del Director General de la UNESCO y Subdirector General de Educación interino*";**
- **Punto 5: "*Actividades de la OIE durante el año 2009*", que se examinará en su totalidad en la mañana del 28 de enero;**
- **Punto 8: "*Seguimiento de la aplicación de las recomendaciones de la 48ª reunión de la Conferencia Internacional de Educación (CIE) y reflexión sobre la próxima reunión de la CIE*" y punto 9: "*Examen de la estrategia de recaudación de fondos de la OIE*", que se abordan durante la exposición de la Directora de la OIE relativa a las actividades de 2009 y al proyecto de programa para 2010, podrán examinarse conjuntamente con el**

**punto 10:** *“Establecimiento de un grupo de trabajo encargado de completar la Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo”* en la sesión vespertina del 28 de enero, ya que serán parte del mandato del Grupo de Trabajo, si el tiempo lo permite y dependiendo del avance realizado en los otros puntos del orden del día.

### **Punto 3: Elección del Presidente, la Mesa del Consejo y demás órganos del Consejo de la OIE.**

4. Se ofrecieron aclaraciones sobre el principio de la rotación geográfica que, si bien no es una condición establecida por los Estatutos de la OIE, hace varios años que, en los hechos, ha determinado la elección del país que debe ocupar la presidencia del Consejo de la OIE. Con arreglo al historial cronológico, el Grupo Electoral II (Europa central y oriental) y el Grupo Electoral I (Europa occidental y América del Norte) ocuparon la Presidencia en 1998-1999 y 2000-2001, respectivamente. También se destacó la importancia de lograr un consenso mediante consultas internas previas al Consejo en torno a la candidatura de una personalidad descollante en el campo de la educación. Se confirmó el apoyo del Grupo Electoral II (Europa central y oriental) a la candidatura presentada por el Grupo Electoral I (Europa occidental y América del Norte), mientras que se acordó que el mandato presidencial siguiente correspondería al Grupo Electoral II (Europa central y oriental). El Consejo eligió asimismo la Mesa del Consejo y el Grupo Administrativo.

### **DECISIÓN**

**A propuesta del Grupo Electoral I (Europa occidental y América del Norte) en coordinación con el Grupo Electoral II (Europa oriental y central) y de conformidad con su Reglamento (IV, Sección V, artículo 5.1), el Consejo eligió Presidente al Sr. Ole BRISEID, Director General, Ministerio de Educación e Investigación de Noruega.**

**Ajustándose al principio de la rotación geográfica, el Consejo decidió asimismo que el próximo mandato presidencial (el bienio 2012-2013) correspondería al Grupo Electoral II (Europa oriental y central).**

**El Consejo votó por unanimidad y por aclamación a favor del Presidente.**

**A propuesta de cada uno de los Grupos Electorales, el Consejo eligió miembros de la Mesa a los siguientes cinco vicepresidentes:**

**Grupo II (Europa oriental y central): Sra. Maia SIPRASHVILI-LEE (Georgia)**

**Grupo III (América Latina y el Caribe): S.E. Sra. Ana Rita GUZMÁN (República Dominicana)**

**Grupo IV (Asia y Pacífico): Sr. Imtiaz KAZI (Pakistán)**

**Grupo Va (África): Dr. Paul S.D. MUSHI (República de Tanzania)**

**Grupo Vb (Estados Árabes): Dr. Said Bin Saleem AL-KITANI (Omán)**

**El Grupo I (Europa occidental y América del Norte) estará representado por el Sr. Ole BRISEID (Noruega), Presidente del Consejo de la OIE.**

**A propuesta de cada uno de los Grupos Electorales, el Consejo eligió miembros del Grupo Administrativo a:**

**Grupo I (Europa occidental y América del Norte): Sr. Daniel BAR-ELLI (Israel)**

**Grupo II (Europa oriental y central): Sr. Amir BILYALITDINOV (Federación de Rusia)**

**Grupo III (América Latina y el Caribe): Sra. Márcia DONNER-ABREU (Brasil)**

**Grupo IV (Asia y Pacífico): Dr. Arief RACHMAN (Indonesia)**  
**Grupo Va (África): S. Exc. M. Salikou SANOGO (Malí)**  
**Grupo Vb (Estados Árabes): Sr. Fouad CHAFIQI (Marruecos)**

5. En su breve intervención, el nuevo Presidente, Sr. BRISEID, agradeció al Dr. AL-KITANI que presidiera la sesión inaugural y a todos los miembros del Consejo que lo hubieran elegido, lo que demuestra su aprecio y confianza. Se refirió a las dificultades que en el plano mundial se plantean a los objetivos de la EPT, en particular los 70 millones de niños que no asisten a la escuela y los 800 millones de analfabetos en todo el mundo, a las que es preciso hacer frente colectivamente. Recalcó, asimismo, la importancia de los currículos de calidad, del material didáctico y de la formación de los docentes para llegar a los grupos más marginados. El Presidente, recordando que la OIE ocupa una posición estratégica para contribuir de manera considerable al logro de estos objetivos, destacó la significación de las reuniones presente y futuras del Consejo para hacer avanzar la labor sobre la *“Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo”* (Estrategia de la OIE en cuanto Centro de Excelencia). El Sr. BRISEID también aseguró al Consejo que no escatimaría esfuerzos por ser objetivo y lograr el consenso, a la vez que dosificaría rigurosamente el tiempo del orden del día.

**Punto 4: Intervención del Sr. Qian Tang, representante de la Directora General de la UNESCO y Subdirector General de Educación interino** sobre la nueva perspectiva de la UNESCO y la Educación, el papel de los institutos de categoría 1 y, en particular, de la OIE.

6. El Sr. Q. Tang, Subdirector General de Educación interino de la UNESCO, representante de la Directora General de la UNESCO, Sra. Irina Bokova, comunicó al Consejo que ésta lamentaba no poder asistir a su 59ª reunión por tener otros compromisos, pero en el futuro habrá otras oportunidades para que la Directora General visite la OIE y asista a las reuniones del Consejo.

7. En su intervención el Sr. Tang confirmó su compromiso personal y el del Sector de Educación con el proceso que habrá de culminar en la Estrategia de la OIE en cuanto Centro de Excelencia, que es decisivo para el futuro de la OIE y que debe culminar en la consolidación de sus competencias. En su exposición, el Sr. Tang analizó detenidamente, en primer lugar las tendencias mundiales y los avances logrados en el contexto de la EPT, en particular en África y el sur de Asia, y la mayor atención al ámbito de la programación, como se recoge en el Gran Programa I del documento 35 C/5, aprobado por la UNESCO para convertirla en una Autoridad mundial en educación y para responder a los retos mundiales esenciales sobre la base de sus ventajas comparativas. El Sr. Tang mencionó luego las cuestiones clave, cuya importancia es común a todos los institutos de educación de categoría 1 de la UNESCO, como primera contribución a la reflexión colectiva sobre el futuro de la OIE en el contexto de la Estrategia de la OIE en su calidad de Centro de Excelencia. Se destacaron las cuestiones relativas a los recursos humanos y financieros en relación con los institutos de categoría 1 y en particular la OIE, y la importancia de los programas extrapresupuestarios. También se pidió la orientación y las aportaciones del Consejo para la nueva perspectiva que está elaborando gradualmente el Sector de Educación de la UNESCO.

8. Fue muy apreciada la sincera panorámica de la situación del Sector de Educación, tras la cual se celebró un interesante debate en el que intervinieron cinco delegaciones. Se propuso que una de las estrategias clave para promover la nueva perspectiva de la UNESCO consistiría en

sumarse fuerzas con organizaciones internacionales sólidas que trabajan en la esfera de la educación. Se convino en que la educación desempeña un papel crucial en el tratamiento de la nueva problemática contemporánea, aunque la ciencia y la comunicación también contribuyen de forma considerable a los planteamientos intersectoriales y multidisciplinarios de las estrategias de aprendizaje. La OIE, en su calidad de instituto con una misión mundial, ocupa una posición que le permite sacar partido de los conocimientos locales y, mediante alianzas estratégicas, optimizar su incidencia sobre el terreno. Se adjunta la correspondiente presentación en Power Point como *Anexo VII*.

**Punto 6: Foro: “La educación inclusiva y la especial importancia del diseño curricular”**  
(*Documento UNESCO/BIE/C.59/Inf.5*)

9. Al dar inicio al Foro, el Presidente llamó la atención del Consejo sobre la importancia de la educación inclusiva en el logro de la Educación para Todos (EPT), en particular cuando se trabaja en el diseño curricular, y destacó la pertinencia de este tema para las tareas del Grupo de Trabajo encargado de completar la “Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo”. La Directora de la OIE recordó los preparativos regionales, los resultados y el seguimiento de la 48ª reunión de la Conferencia Internacional de Educación (CIE, noviembre de 2008, Ginebra) que tenía por tema la “La educación inclusiva: el camino hacia el futuro”, que contribuyó de manera notable a la creación de un consenso mundial sobre el concepto ampliado de educación inclusiva. Se consideró que era “*un proceso permanente, cuyo objetivo es ofrecer una educación de calidad para todos, respetando la diversidad y las distintas necesidades y aptitudes, características y expectativas de aprendizaje de los educandos y de las comunidades, eliminando toda forma de discriminación*” (Conclusiones y recomendaciones de la 48ª reunión de la CIE).

10. La Directora presentó el seguimiento de la OIE como un programa de medidas políticas reales: la intervención de más de 3.900 participantes de 179 países, en un total de 38 actividades de seguimiento llevadas a cabo en 2009, confirmó el fuerte interés y la adhesión de los interesados. El proceso de movilización dio lugar a varias iniciativas derivadas, entre ellas el proyecto “*Formación de docentes para la inclusión*” en cooperación con la Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales y el proyecto “*Educación Inclusiva en Acción*” en colaboración con la UNESCO y la Agencia Europea; una propuesta para el observatorio regional de América Latina sobre educación inclusiva basada en la reunión regional “*Educación Inclusiva en América Latina: Identificar y analizar los avances y los desafíos pendientes*”, que se celebró en Santiago (Chile), en colaboración con la Oficina Regional de la UNESCO para América Latina y el Caribe; el acuerdo logrado sobre un plan de trabajo en materia de educación inclusiva para ocho países de la región de la Comunidad de Estados Independientes (CEI) durante la Conferencia “*EFA, enhancing quality education and curriculum development*” [EPT: por la mejora de la calidad en la educación y el diseño curricular], Ereván (Armenia) en cooperación con la Oficina de la UNESCO en Moscú, el Ministerio de Educación y Ciencias de Armenia; el “*Regional Education Policy Framework on inclusive education*” [Marco regional de política educativa sobre educación inclusiva] que se está elaborando en cooperación con la Oficina de la UNESCO en Yakarta; y la preparación de un manual regional sobre educación inclusiva conjuntamente con la Oficina Regional de Educación de la UNESCO en Beirut (véase la presentación de 2009 de la Directora, diapositivas 17 y 18).

11. La Directora de la OIE presentó a los tres expertos y puso de relieve sus antecedentes, experiencias y enfoques complementarios (véase también el *Documento: UNESCO/BIE/C.59/Inf.5*), así como su papel activo en los preparativos y el seguimiento de la 48ª

reunión de la CIE. El Profesor Mel Ainscow abrió el Foro y aportó sus notables conocimientos desde su perspectiva de director de escuela, profesor universitario y consultor internacional sobre la forma en que las escuelas y las aulas pueden convertirse en lugares de mayor integración para todos los alumnos, teniendo en cuenta las especificidades nacionales y regionales. La Sra. Irmeli Halinen, eminente especialista del diseño curricular, se interesó luego por las cuestiones curriculares como aspecto clave del desarrollo de una escuela inclusiva, sobre la base de sus excelentes experiencias de reforma curricular en Finlandia. En un contexto social y político más amplio, el Profesor Juan Carlos Tedesco presentó sus observaciones a partir de su trayectoria de responsable político, Ministro de Educación, director e investigador de la UNESCO, sobre el delicado equilibrio y las complejas interconexiones entre la inclusión social y educativa en los sistemas de educación de toda América Latina.

12. Las exposiciones de los tres expertos fueron muy apreciadas por el análisis profundo basado en datos empíricos, y porque fueron complementarias; a continuación se desarrolló un animado debate en el que hicieron uso de la palabra 16 delegados y un observador para expresar opiniones y formular observaciones, a la vez que compartían sus respectivas experiencias. Tras una ronda de respuestas de los expertos, un funcionario de la OIE resumió los mensajes clave que se recogen en el *Anexo X*.

**Punto 5: Actividades de la OIE durante el año 2009** (*Documentos: UNESCO/BIE/C.59/2 (Informe de la Directora), UNESCO/BIE/C.59/Inf.2 (Cuentas provisionales al 31 de diciembre de 2009) y UNESCO/BIE/C.59/Inf. 3 (Informe del Grupo Administrativo)*)

13. La Directora de la OIE hizo una exposición global en la que destacó los objetivos estratégicos y los logros esenciales de los programas y actividades de la OIE en 2009 (figura en el *Anexo VIII*). Incluyó, asimismo, un panorama y un análisis detallados de los actuales recursos humanos y financieros, la base de financiación de que se dispone y los principales elementos de la estrategia financiera de la OIE. Esta presentación tuvo una buena acogida por el Consejo y, en particular por los miembros recién elegidos, ya que su minuciosidad les permitió comprender mejor los ámbitos de actuación de la OIE. También se presentaron las recomendaciones pertinentes del Informe del Grupo Administrativo conjuntamente con la Resolución revisada relativa a la consignación de créditos para el año 2009.

14. En el debate posterior, varias delegaciones felicitaron a la Directora de la OIE y su equipo por los esfuerzos colectivos realizados en una amplia gama de actividades y por los resultados obtenidos, habida cuenta de los limitados recursos de la OIE. Se indicó que una reflexión colectiva podría resultar provechosa para lograr una mayor atención al ámbito de la programación de la OIE en el futuro con el fin de lograr una incidencia óptima y la sostenibilidad institucional. Entre las interesantes e innovadoras actividades, se mencionó el Programa de diálogos entre escuelas por medio de GigaPan que podría reexaminarse, dado que su alcance muy limitado le impedía incidir significativamente en las políticas públicas.

14 bis. Se consideró que la función del diálogo político era clave, incluso al margen de la organización de las reuniones de la CIE, para fomentar enfoques globales de asistencia técnica a ministerios de educación sobre las cuestiones temáticas relacionadas con el currículo, como la igualdad de género, los currículos articulados en torno a las competencias, las cuestiones transversales, etc. Se reconoció plenamente el papel de vanguardia que desempeñó la OIE en la preparación, organización y seguimiento de la 48ª reunión de la CIE sobre educación inclusiva, así como los resultados obtenidos al respecto, las sinergias creadas y las alianzas forjadas, en particular a nivel regional.

15. Se analizó detenidamente la división de trabajo entre la OIE, el Centro Internacional para la Enseñanza y Formación (UNEVOC) y el Instituto de la UNESCO para el aprendizaje a lo largo de toda la vida (UIL) en relación con la promoción de los objetivos de la EPT, y se mencionaron las oportunidades presentes y futuras de colaboración fructífera, como los resultados del Informe de Seguimiento de la EPT en el Mundo 2010. Las Cátedras, los Clubes, las Comisiones Nacionales de la UNESCO, los institutos de categoría 2 y las escuelas de la redPEA constituyen redes valiosas para forjar alianzas, por ejemplo la provechosa colaboración entre la OIE, en particular la Comunidad de prácticas en el ámbito del diseño curricular, y la región de la Comunidad de Estados Independientes (CEI).

16. Se hicieron aclaraciones respecto de las actividades que la OIE ha iniciado en colaboración con interesados clave, como la Oficina Regional de la UNESCO en Dakar y la Asociación para el Desarrollo de la Educación en África (ADEA) como contribución a la prioridad mundial que África representa para la UNESCO, en particular su participación en el *Programa de Educación básica en África* (BEAP), la elaboración y las fases piloto de los *Materiales de formación para el Diseño Curricular* (TTCD). Se propuso que la OIE se dedicara a un proyecto de investigación sobre el plurilingüismo en África y la enseñanza y aprendizaje de la lengua materna. También se tuvieron en cuenta las mejoras y las actualizaciones constantes del sitio Web de la OIE y se destacó la importancia de seguir consolidándolo para que se convierta en una ciberplataforma global de las buenas prácticas en materia de currículo y demás materiales pedagógicos.

17. La Directora señaló que los recursos extrapresupuestarios del año 2009 constituían el 54% del presupuesto total y que se había aplicado una buena disciplina presupuestaria, en particular la política de recuperación de costos. Se examinó la posibilidad de modificar levemente el modelo de Informe sobre las actividades y logros de la OIE en el futuro, a fin de mejorar la representación de las actividades de la OIE y sus contribuciones concretas a las prioridades de la UNESCO, destacando, asimismo, los resultados alcanzados y los no alcanzados.

## **DECISIÓN**

**Al término de los debates, en el curso de los cuales ocho delegados y un observador tomaron la palabra, y de conformidad con los Estatutos de la OIE (II, artículo V.b) que estipulan que “el Consejo supervisará la ejecución del programa de actividades de la Oficina”, éste:**

- **tomó nota de los comentarios y recomendaciones del Informe del Grupo Administrativo (UNESCO/BIE/C.59/Inf.3);**
- **aprobó el Informe de la Directora de la OIE sobre las actividades del año 2009 (UNESCO/BIE/C.59/2);**
- **aprobó las cuentas provisionales de la OIE al 31 de diciembre de 2009 (UNESCO/BIE/C.59/Inf.2), refrendadas por el Controlador Financiero de la UNESCO, y la Resolución revisada relativa a la consignación de créditos para el año 2009 (párrafo 17 del Informe del Grupo Administrativo);**
- **delegó en la Mesa del Consejo las atribuciones para aprobar oficialmente las cuentas de 2009, certificadas por la Oficina del Controlador Financiero, en la próxima reunión que celebrará en el verano de 2010.**



**Punto 7: Programa de actividades de la OIE para 2010** (*Documentos: UNESCO/BIE/C.59/3 Programa de actividades de la OIE para el año 2010, UNESCO/BIE/C.59/3/Add Proyecto revisado de presupuesto para 2010 y UNESCO/BIE/C.59/Inf.3 Informe del Grupo Administrativo*)

18. La Directora de la OIE expuso los objetivos estratégicos del proyecto de programa de las actividades de la OIE para 2010, y el marco presupuestario (que se adjunta como *Anexo IV*). Se hizo hincapié en la forma en que las actividades de la OIE en 2010 relativas al diálogo político, el desarrollo de las capacidades, la asistencia técnica y la producción y gestión de los conocimientos se encaminarán concretamente a prestar mayor atención a la programación, en total conformidad con el 35 C/5, y contribuirán a las dos prioridades mundiales de la UNESCO, África y la igualdad de género, así como la promoción de la cooperación Sur-Sur. Se contempló la posibilidad de ampliar la intervención en las situaciones posteriores a conflictos y desastres. En los programas propuestos, que el Consejo acogió con beneplácito y apoyó, también se destacaron las oportunidades de formar alianzas que deben llevarse adelante como elementos esenciales de la estrategia financiera destinada al crecimiento institucional de la OIE. Se presentaron luego los párrafos pertinentes del Informe del Grupo Administrativo conjuntamente con el proyecto de Resolución revisada relativa a la consignación de créditos para el año 2010, con el fin de que el Consejo los aprobara.

19. En el debate posterior varias delegaciones expresaron un vivo interés por que la OIE prestara apoyo a sus procesos nacionales de reformas curriculares sostenibles. Se explicaron los mecanismos establecidos y los aspectos financieros para solicitar la asistencia de la OIE. Se subrayó la importancia que para la OIE tiene la determinación de una institución asociada existente y de confianza en África, ya que puede ofrecer apoyo sostenible para institucionalizar el desarrollo de capacidades y competencias nacionales en materia de currículos. Este será el enfoque que se adoptará en la próxima fase de aplicación de los *Materiales de formación para el Diseño Curricular*, que se basará en “ejes” regionales de formación. También se confirmó que, en consonancia con la prioridad que se asigna en 35 C/5 a la Enseñanza y la Formación Técnica y Profesional (TVET), el nuevo programa de África girará en torno a las competencias para la vida y el trabajo, sobre la base del gran interés por el proyecto que manifestaron los países participantes.

20. Se destacaron dos esferas donde se podían crear sinergias entre algunas de las actividades propuestas de la OIE y dos proyectos de la UNESCO que actualmente se financian en el marco del “Programa/Fondo de cooperación Sur-Sur en materia de educación”. Más exactamente, se mencionó el proyecto experimental sobre la educación plurilingüe basada en el idioma materno en África, así como el proyecto sobre las TIC en la formación del personal docente que se lleva a cabo en la región de Asia y el Pacífico. Se subrayó que la plataforma de la Educación para el Desarrollo Sostenible (EDS) supone una oportunidad de integración de estas cuestiones en los currículos y que la OIE se ocupa de este tema al colaborar con la Oficina Regional de la UNESCO en Bangkok en un programa regional sobre la EDS y la formación de los docentes en Asia. La proyectada ampliación de la intervención de la OIE en las situaciones posteriores a conflictos suscitó un fuerte apoyo.

21. Se planteó una vez más la cuestión de la forma en que se hace uso de la asignación para la OIE, con cargo al presupuesto ordinario de la UNESCO, y se recordaron las deliberaciones anteriores del Consejo sobre el asunto. Actualmente permite sufragar el 47% del total de gastos en recursos humanos de la OIE, es decir el personal permanente, pero no los programas. Hubo acuerdo en que, si bien el asunto requeriría nuevos debates en la UNESCO, la crisis financiera sin precedentes representa una dificultad específica para la UNESCO, así como para el crecimiento institucional de la OIE.

22. Se recordó que la composición del Consejo en cuanto órgano intergubernamental es un asunto que debe plantearse en el contexto de la Conferencia General de la UNESCO, donde se celebran las correspondientes elecciones de los Estados Miembros. También se señaló que los consejos de administración de otros institutos de categoría 1 de la UNESCO son más reducidos, mientras que el Consejo de la OIE parece tener muchos aspectos en común con el funcionamiento del Consejo Ejecutivo de la UNESCO.

#### **DECISIÓN**

**Al término de los debates, en los que participaron diez delegaciones, y de conformidad con los Estatutos de la OIE (II. Artículo V.b), que estipulan que el Consejo está encargado de “definir detalladamente, dentro del programa y presupuesto aprobados por la Conferencia General y habida cuenta, cuando proceda, de los recursos extrapresupuestarios disponibles, las actividades que deberá emprender la Oficina”, éste**

- **tomó nota de las observaciones y recomendaciones del Informe del Grupo Administrativo (UNESCO/BIE/C.59/Inf.3);**
- **aprobó el proyecto de programa para 2010 (UNESCO/BIE/C.59/3) y presupuesto (UNESCO/BIE/C.59/3/Add.) y la Resolución relativa a la consignación de créditos para el año 2010 (párr. 26 del Informe del Grupo Administrativo).**

**Punto 10: Debates sobre el mandato para el establecimiento del Grupo de Trabajo encargado de completar la “Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo”, con inclusión de las reflexiones sobre la futura reunión de la CIE y sobre la estrategia de recaudación de fondos de la OIE (Documento: UNESCO/BIE/C.59/Inf.4). (Punto 8: “Seguimiento de la aplicación de las recomendaciones de la 48ª reunión de la Conferencia Internacional de Educación (CIE) y reflexión sobre la próxima reunión de la CIE y punto 9: Examen de la estrategia de recaudación de fondos de la OIE):**

23. Según el orden del día revisado, este punto se trató en dos sesiones distintas; los resultados se resumen en la sección que sigue. Se transmitieron al Consejo las recomendaciones del Grupo Administrativo que se recogen en el párrafo 32 de su Informe (UNESCO/BIE/C.59/Inf.3) para que iniciara su examen. La Directora de la OIE celebró la oportunidad de una amplia interacción con el Consejo sobre la cuestión y presentó la información básica acerca de este punto. Se recordó que en la Resolución 35 C/14 se pedía que se presentara a la 35ª reunión de la Conferencia General de la UNESCO una estrategia destinada a convertir a la OIE en el Centro de Excelencia en materia de currículo, así como un informe sobre los recursos necesarios. Se mencionó igualmente que en la Resolución 35 C/14 se aprueba el establecimiento del Grupo de Trabajo encargado de completar la estrategia y cuyo mandato debía presentarse al Consejo en enero de 2010.

24. Además, en el documento 35 C/18 se describe el proceso de reflexión interna y de consulta con las partes interesadas que la OIE llevó a cabo en respuesta a la Resolución 34 C/4 y se ponen de relieve los avances realizados. Se volvió a confirmar la validez de la estrategia de la OIE 2008-2013, según la aprobó el Consejo en su 56ª reunión de enero de 2008, que definió la perspectiva de la OIE sobre los currículos de calidad, así como las tres funciones principales encomendadas a la OIE, a saber el diálogo político, el desarrollo de las capacidades y la asistencia técnica, y la producción y gestión de conocimientos. Se insistió en el valor añadido de la OIE en cuanto

instituto de educación comparativa con la misión mundial de apoyar los procesos de cambio y diseño de currículo en todo el mundo.

25. En el debate posterior, se prestó atención al equilibrio necesario entre los enfoques funcionales y contextuales del currículo que será de utilidad para muchos países en desarrollo. Se encomió el establecimiento de la Comunidad de prácticas en el ámbito del diseño curricular y la interacción fructífera que generó a nivel regional, por ser uno de los logros más importantes de la OIE en la evolución destinada a convertirla en Centro de Excelencia. También se tomó en consideración la importancia del desarrollo de las capacidades nacionales en relación con el currículo en más de 20 países africanos, en el contexto del Programa de Educación básica en África (BEAP) y, en consecuencia, del uso y adaptación local de los *Materiales de formación para el Diseño Curricular* (TTCD). La OIE debe desempeñar un papel rector en la creación de marcos curriculares que orienten los procesos nacionales. Se necesitarán más inversiones para la investigación de los resultados del aprendizaje en África

26. La divulgación de las buenas prácticas en el diseño curricular mediante el sitio Web de la OIE resultará útil como base de los procesos nacionales de reforma de currículos. Se reiteró que la Estrategia de la OIE en su calidad de Centro de Excelencia será complementaria de la Estrategia de la OIE 2008-2013 y se centrará en la "forma" en que se realiza la misión de la Oficina, en colaboración con la Sede y las oficinas fuera de la Sede de la UNESCO, los establecimientos universitarios y la comunidad educativa en general, así como otras partes interesadas. La creación de nuevas y sólidas alianzas y de una enérgica estrategia de movilización de recursos contribuirá a una mayor presencia de la OIE. Naturalmente, habrán de tenerse debidamente en cuenta las orientaciones estratégicas del documento 35 C/5. La impresión fue de que la OIE probablemente no esté tan presente en algunas regiones del mundo como podría estarlo.

## DECISIÓN

### La 59ª reunión del Consejo:

1. **Recordando la Resolución 34 C/4 de la Conferencia General en que se solicita al Director General que presente a la 35ª reunión de la Conferencia General una estrategia destinada a convertir a la Oficina Internacional de Educación (OIE) en el "Centro de Excelencia" de la UNESCO en materia de currículo, y un informe sobre los recursos necesarios al efecto;**
2. **Recordando la Resolución 35 C/14 de la Conferencia General en que se solicita al Director General que prosiga la preparación de la estrategia y lo invita a presentar en la 59ª reunión del Consejo de la OIE un proyecto de mandato que indique el alcance y el calendario de actividades de un grupo de trabajo encargado de completar la estrategia; y solicita además al Director General que presente en la 36ª reunión de la Conferencia General una versión definitiva de la estrategia, previa consulta con los Estados Miembros;**
3. **Tomando nota del proyecto de mandato para el establecimiento del Grupo de Trabajo encargado de completar la "Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo" (UNESCO/BIE/C.59/Inf.4) y el documento 35 C/18 que se adjunta, en el que se destacan las principales etapas recorridas y los avances alcanzados en el proceso de preparación de la estrategia;**
4. **Tomando nota de que la Estrategia de la OIE 2008-2013 y la Estrategia sobre el Centro de Excelencia que debe elaborar el Grupo de Trabajo habrán de considerarse como dos**

documentos distintos, aunque complementarios;

5. **Tomando en consideración las recomendaciones del Informe del Grupo Administrativo y las observaciones formuladas por los Miembros del Consejo en su 59ª reunión;**

6. **Decide que se establezca el Grupo de Trabajo, de conformidad con el principio de la representación geográfica, con el nombramiento de dos miembros del Consejo por cada uno de los seis grupos electorales en cuanto tales:**

**Grupo I (Europa occidental y América del Norte): Suiza y los Estados Unidos de América**

**Grupo II (Europa oriental y central): Federación de Rusia y Georgia**

**Grupo III (América Latina y el Caribe): Brasil y República Dominicana**

**Grupo IV (Asia y Pacífico): India y Tailandia**

**Grupo Va (África): Uganda y Malí**

**Grupo Vb (Estados Árabes): Líbano y Marruecos**

**Suiza presidirá el Grupo de Trabajo.**

**La UNESCO estará representada en el Grupo de Trabajo por la Directora de la OIE y por un representante del Sector de Educación.**

**6 bis. Los miembros del Grupo de Trabajo podrán contar con la ayuda de suplentes cuya participación sufragarán los países en cuestión, incluso si el país es un País Menos Adelantado (PMA). Se respetará el principio de la continuidad en la medida de lo posible.**

**En el Grupo de Trabajo podrán participar observadores de conformidad con el reglamento ordinario que rige la participación en los grupos de trabajo de la UNESCO.**

7. **El Grupo de Trabajo se reunirá una primera vez inmediatamente después de la 59ª reunión del Consejo de la OIE para decidir sobre sus métodos de trabajo y calendario, teniendo en cuenta que el proyecto final de la Estrategia debe elaborarse a más tardar el 31 de octubre de 2010. Se mantendrá informados a todos los miembros del Consejo sobre la evolución de la labor, y recibirán copia del proyecto de Estrategia;**

8. **Los documentos de trabajo fundamentales del Grupo de Trabajo deben comprender, entre otros, los siguientes: I) la Estrategia de la OIE 2008-2013; II) los programas para 2009 y 2010 aprobados; III) el proyecto revisado de la “Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo” que tenga cuenta de las observaciones del Grupo Administrativo, aprobadas por el Consejo en enero de 2010; IV) la versión revisada y completa de los “Principios y directrices para la creación y el funcionamiento de institutos y centros de la UNESCO (categoría 1) y de institutos y centros auspiciados por la UNESCO (categoría 2)”, aprobados por la Resolución 33 C/90; y V) las conclusiones (documentos finales) de las conferencias convocadas por la UNESCO: la 48ª reunión de la Conferencia Internacional de Educación (CIE); la Conferencia Mundial sobre la Educación para el Desarrollo Sostenible; la Conferencia Mundial sobre la Educación Superior y la Sexta Conferencia Internacional de Educación de Adultos (CONFINTEA VI);**

9. **La OIE desempeñará la función de secretaría y facilitará la labor del Grupo de Trabajo en lo que se refiere a la organización y el apoyo logístico, con interpretación simultánea en inglés y en francés;**

10. **El Consejo agradece la contribución de Suiza por valor de 70.000 dólares para servicios**

**de expertos externos;**

**11. El Grupo de Trabajo podrá autorizar a la OIE para contratar consultores externos mediante la contribución voluntaria de Suiza y posiblemente otras; los gastos de viaje y las dietas de los miembros de los Países Menos Adelantados del Grupo de Trabajo se podrían sufragar con nuevas contribuciones voluntarias;**

**12. El Grupo de Trabajo presentará al Consejo el proyecto final del documento de Estrategia a la 60ª reunión del Consejo, en enero de 2011, para que lo apruebe.**

#### **Punto 11: Fechas de la celebración de la 60ª reunión del Consejo**

##### **DECISIÓN**

**El Consejo decide proponer a la Directora General de la UNESCO:**

- **que la 60ª Reunión del Consejo se celebre los días 26 a 28 de enero de 2011, precedida de la reunión del Grupo Administrativo;**
- **que la reunión de Mesa del Consejo se celebre, en principio, en la primera semana de septiembre de 2010, en Ginebra.**

#### **Punto 12: Otros asuntos**

27. El Presidente presentó algunas propuestas encaminadas a facilitar las deliberaciones del Consejo en reuniones futuras, así como el proceso de consenso sobre el texto de las decisiones del Consejo. La primera propuesta se refería a la preparación del proyecto de decisiones por la Secretaría de la OIE en relación con cada uno de los puntos del orden del día de las reuniones del Consejo que se examinarán con el Grupo Administrativo. Además, el Grupo Administrativo se reunirá durante un solo día, y no durante un día y medio, como ocurre actualmente. También se recomendó que estos puntos se volvieran a examinar y se concretaran en la próxima reunión de la Mesa del Consejo.

28. La delegación de la India expresó su interés por añadir, dentro de este punto del orden día, que lamentaba no haber dispuesto de tiempo suficiente para examinar la estrategia de recaudación de fondos, tras las deliberaciones previas del Consejo sobre el asunto. Hubiera sido útil que el Consejo debatiese de las modalidades de recaudación de fondos más adecuadas y que ofreciera su orientación a la OIE sobre esta cuestión, y particularmente acertado teniendo presentes las nuevas herramientas que elabora el Sector de Educación de la UNESCO para fomentar la movilización de recursos en el contexto del “Programa/Fondo de cooperación Sur-Sur en materia de educación” presidido por la delegación de la India que creyó que tendría la oportunidad de compartir con el Consejo la positiva experiencia adquirida.

**Punto 13: Aprobación de las Decisiones de la 59ª reunión**  
(Documento: UNESCO/BIE/C.59/Decisions/Prov.)

**DECISIÓN**

De conformidad con el Reglamento interno del Consejo de la OIE (IV, Sección XI, Art. 22.1 y 2) que dispone que *“El Consejo aprobará en cada reunión el texto de las decisiones adoptadas durante la misma”* y que *“El texto se publicará en el transcurso del mes que sigue al final de la reunión”*, éste:

- aprobó el texto de sus decisiones (UNESCO/BIE/C.59/Decisions/Prov.) y pidió a la Secretaría de la OIE que incorporase las posibles modificaciones;
- encargó a la Secretaría de la OIE que publicara el texto del Informe y decisiones de la 59ª reunión a principios de marzo de 2010, tras haber distribuido el proyecto a los miembros del Consejo para posibles observaciones.

**Punto 14: Clausura de la 59ª reunión**

El Presidente declaró cerrada la 59ª del Consejo el viernes 29 de enero de 2010, a las 12.00.

**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**REVISED AGENDA AS APPROVED**





## REVISED AGENDA

Wednesday, 27 January 10:00 a.m. – 1:00 p.m.

1. **Opening of the session**
2. Adoption of the **Revised Agenda** (UNESCO/BIE/C.59/1/Rev.)
3. **Election** of the President, the Steering Committee and the subsidiary body of the IBE Council
4. **Address by the representative of the Director-General of UNESCO, Mr Qian Tang, Assistant Director-General for Education a.i.** on the new vision of UNESCO and Education, the role of the Category I Institutes and, in particular, of the IBE.
10. **First round of discussions on the Terms of Reference (TOR) to establish a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, including reflections on the future ICE session and on the IBE’s fundraising strategy** (UNESCO/BIE/C.59/Inf.4). *(Item 8: Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session and Item 9: Discussion on IBE’s fundraising strategy)*

Wednesday, 27 January 3:00 p.m. – 6:00 p.m.

6. **Forum: “Inclusive Education with special focus on curriculum development”** (UNESCO/BIE/C.59/Inf.5)

**6:30 - 8:30 p.m. Vernissage of new publications, followed by a cocktail**

Thursday, 28 January 10:00 a.m. – 1:00 p.m.

5. **IBE activities during 2009** (UNESCO/BIE/C.59/2)
7. **The IBE programme of activities for 2010** (UNESCO/BIE/C.59/3)

Thursday, 28 January 3:00 p.m. – 6:00 p.m.

7. **The IBE programme of activities for 2010 (item continued, if needed)** (UNESCO/BIE/C.59/3)
10. **(Item 10 continued) Second round on discussions Terms of Reference (TOR) to establish a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, including reflections on the future ICE session and on the IBE’s fundraising strategy** (UNESCO/BIE/C.59/Inf.4). *(Item 8: Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session and Item 9: Discussion on IBE’s fundraising strategy)*
11. **Dates for the 60<sup>th</sup> session of the Council**

Friday, 29 January 10:00 – 11:00 a.m.

12. **Any other business**
13. **Adoption of the text of the Decisions of the 59<sup>th</sup> session** (UNESCO/BIE/C.59/Decisions/Prov.)
14. **Closing of the 59<sup>th</sup> session**



## **QUINCUAGÉSIMA NOVENA REUNIÓN DEL CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN**

Ginebra, 27 a 29 de enero de 2010

### **INFORME DE LA DIRECTORA DE LA OFICINA INTERNACIONAL DE EDUCACIÓN SOBRE LA EJECUCIÓN DE ACTIVIDADES DURANTE EL PERÍODO DEL 1º DE ENERO AL 31 DE DICIEMBRE DE 2009**

Este informe abarca el período comprendido entre el **1º de enero y el 31 de octubre de 2009**. Durante la reunión del Consejo, se proporcionará nueva información sobre las actividades llevadas a cabo entre noviembre y diciembre. Los datos presupuestarios indican el estado de cuentas al 31 de octubre de 2009; el documento que contiene las cuentas provisionales al 31 de diciembre de 2009 (UNESCO/BIE/C.59/Inf.2) se remitirá al Consejo en enero de 2010, una vez que el Contralor de la UNESCO haya dado su visto bueno.

El presente informe consta de tres partes:

- I. Informe general;
- II. Fichas descriptivas de las actividades;
- III. Datos presupuestarios al 31 de octubre de 2009.



## I. INFORME GENERAL

### Introducción

1. El objeto de este informe es presentar los logros de los programas y actividades de 2009, que fueron concebidos y ejecutados en el contexto de los objetivos estratégicos y los resultados previstos en los documentos 34 C/4 y 34 C/5 y de la Estrategia de la OIE 2008-2013. En el informe también se destacan brevemente los avances realizados en la preparación del proyecto de estrategia destinado a convertir a la OIE en el centro de excelencia de la UNESCO en materia de currículo.

2. El año 2009 fue un año intenso, fructífero y lleno de retos. Se lograron resultados tangibles en la aplicación de la nueva Estrategia de la OIE para 2008-2013, aprobada por el Consejo de la OIE en su 56ª reunión (enero de 2008). Se consolidaron y ampliaron las actividades principales con repercusión directa sobre el terreno, se emprendieron nuevas iniciativas y se llevaron a cabo los preparativos y las pruebas efectivas de instrumentos de formación innovadores para el diseño curricular en colaboración con instituciones universitarias. En respuesta a las prioridades de las distintas regiones y en colaboración con las Oficinas fuera de la Sede, la labor sobre el diseño curricular ha hecho especial hincapié en la educación inclusiva y sus prácticas pedagógicas e indicadores; la educación para el desarrollo sostenible, la educación para la paz; la enseñanza secundaria en general; el desarrollo de competencias para la vida y el trabajo y la educación sobre el VIH y SIDA.

3. Se ha prestado especial atención a abordar las necesidades de los Estados miembros de África, una pieza central prácticamente de todos los programas de la OIE. Se están elaborando directrices de revisión de libros de texto que tengan en cuenta las cuestiones de género como contribución al fomento de la igualdad de género. Los planes de cooperación Sur-Sur y la cooperación triangular Norte-Sur-Sur resultaron de gran utilidad para fomentar el intercambio de competencias y buenas prácticas. Se hicieron contribuciones a los dispositivos intersectoriales pertinentes, en particular para prestar asistencia a países en situaciones posteriores a conflictos o desastres, para la educación en VIH y SIDA y el diálogo intercultural.

4. Se adoptaron medidas para mantener la dinámica creada por la 48ª reunión de la Conferencia Internacional de Educación (CIE) en torno a los enfoques de educación inclusiva con un sólido programa de actividades específicas que se aplica a escala mundial, regional y subregional. Entre otras cosas, se creó una nueva sección del sitio Web de la OIE dedicado concretamente a recursos, material e instrumentos sobre educación inclusiva; promoción y difusión de información durante las principales actividades dirigidas a los responsables políticos, expertos y especialistas en educación; así como varios talleres dedicados al seguimiento de la CIE para perfeccionar las hojas de ruta regionales de las políticas, estrategias y prácticas inclusivas y el comienzo de programas de desarrollo de capacidad sobre educación inclusiva (por ejemplo, para los animadores de Clubs de la UNESCO en el Ecuador).

5. La OIE se dispone a convertirse en centro de excelencia en materia de currículos. Al mismo tiempo, esta es una oportunidad de cambio e innovación y un reto en la actual crisis financiera. Este proceso ha supuesto una importante labor de introspección, así como consultas externas a fin de formular una visión a largo plazo que aporte valor añadido a la OIE y a su papel en el seno de la UNESCO. El proceso de preparación de la correspondiente estrategia, que empezó a fines de 2008, se enriqueció con las observaciones y propuestas de los miembros del Consejo formuladas en la 58ª reunión (enero de 2009) y avanzó de manera sustancial en 2009. Las ventajas comparativas de la OIE resultan cada vez más evidentes: es un centro

mundial y un instituto volcado a la labor sobre el terreno con competencias especializadas en el diseño curricular; aporta una dimensión comparativa e internacional a la producción del conocimiento; y crea sinergias entre sus tres funciones principales de desarrollo de las capacidades, producción de conocimientos y diálogo político sobre el desarrollo curricular en provecho de sus actividades generales y sobre el terreno. El establecimiento del Grupo de Trabajo, que se examinará en la 59ª reunión del Consejo de la OIE en enero de 2010, permitirá avanzar en el proceso para ultimar el proyecto de estrategia.

6. En el mismo sentido, en el año 2009 se registró un importante aumento de las colaboraciones, lo que permitió a la OIE reforzar notablemente su cooperación con la sede de la UNESCO, las cuatro Oficinas Regionales de Educación y las Oficinas fuera de la Sede, y prestar apoyo a sus iniciativas prioritarias regionales y subregionales. También se celebraron nuevos acuerdos de cooperación centrados en tareas concretas de los programas, con otros organismos de las Naciones Unidas, instituciones universitarias nacionales e internacionales y otros participantes. En el marco de la reforma de las Naciones Unidas, en particular, las oficinas fuera de la Sede recurrieron a las competencias especializadas de la OIE para fortalecer su participación en los programas de los equipos de las Naciones Unidas en los países, en especial las iniciativas experimentales “unidos en la acción”. En comparación con los años anteriores, han aumentado vertiginosamente las solicitudes de asistencia técnica y de trabajo teórico específicas para un país, en el ámbito del diseño curricular, sin margen beneficiario. La OIE sigue teniendo presente la necesidad de dar prioridad a sus intervenciones, con el fin de utilizar sus limitados recursos de manera eficaz y efectiva.

7. Se amplió la base de donantes, pero aún no se ha llegado al límite óptimo de los recursos para alcanzar el crecimiento y la estabilidad institucionales. Mientras tanto, se están negociando los acuerdos de cooperación con los donantes clave que proporcionan el principal apoyo a la OIE y que llegan a su término a fines de 2009, con el fin de prorrogar el plazo en tres o cuatro años. Se necesita, asimismo, la ayuda de nuevos donantes.

8. Sobre la base del marco presupuestario aprobado por la 58ª reunión del Consejo de la OIE, en enero de 2009, el índice de ejecución al 31 de octubre de 2009 es del 71,42%.

9. La presentación de las actividades de 2009 se organiza conforme a las tres funciones principales del mandato de la OIE, según se recoge en la Estrategia de la OIE 2008-2013 y en torno a las cuales se han elaborado los programas, más concretamente:

- Fortalecimiento de capacidades y asistencia técnica;
- Gestión y producción de conocimientos; y
- Diálogo político y la CIE.

10. También se describen sucintamente los resultados previstos de la OIE que se indican en la Resolución 34 C/4 para ultimar el marco programático. Según la práctica aprobada por el Consejo, se adjuntan al informe las fichas descriptivas concretas del programa, a fin de ofrecer información más detallada sobre las actividades, sus resultados y sus repercusiones. Se ha mejorado el formato para facilitar la lectura, a la vez que se incorporan nuevos elementos clave de la gestión basada en resultados. Por último, el informe explica el funcionamiento institucional de la OIE, lo que comprende una perspectiva general de la labor del Consejo y la situación de los recursos humanos y financieros.

## 1. PRINCIPALES ÁMBITOS DE ACTUACIÓN Y RESULTADOS PREVISTOS

### 1.1. FORTALECIMIENTO DE CAPACIDADES Y ASISTENCIA TÉCNICA

#### Objetivos estratégicos (Estrategia de la OIE 2008-2013)

El objetivo estratégico es contribuir al **fortalecimiento de las capacidades** de especialistas, profesionales y políticos en la elaboración, gestión y aplicación de procesos de diseño curricular de calidad y de currículos inclusivos. La OIE se encargará de:

- Consolidar la **red mundial de especialistas de currículo** a fin de facilitar el desarrollo de orientaciones y marcos teóricos de educación básica de calidad y fomentar la acción colectiva y sistemática en el ámbito de la reforma curricular a escala local, regional e interregional;
- **Apoyar a los países** que llevan a cabo procesos innovadores y eficaces de cambio y evaluación curricular;
- Desarrollar, probar y estimular la utilización eficaz de un conjunto de **materiales y herramientas de formación** para procesos innovadores de cambio e implementación curricular;
- Ampliar y diversificar las modalidades de **formación en materia de desarrollo curricular**, mediante la colaboración con instituciones académicas relevantes de diferentes regiones;
- Prestar **asistencia y asesoramiento** profesionales para contribuir a la mejora de los procesos y productos del diseño curricular, mediante enfoques participativos y orientados a fomentar la acción y las asociaciones efectivas entre los interesados.

#### Resultados previstos al final del bienio 2008-2009 (34 C/5, par 01023)

**Mejora de las capacidades institucionales y humanas en el diseño, la elaboración y la reforma curriculares.**

*Indicadores de rendimiento:*

- *Número de hombres y mujeres e instituciones que se han beneficiado de la formación;*
- *La creación, adaptación, ensayo y amplia difusión de recursos educativos y metodológicos e instrumental (toolboxes) para la formación.*

#### Comunidad de prácticas en el ámbito del diseño curricular

11. La Comunidad de Prácticas (COP) en el ámbito del diseño curricular se consolidó y siguió ampliándose en calidad de red de expertos y usuarios para el desarrollo de capacidades y la divulgación de las buenas prácticas a nivel nacional, regional e internacional. Con un aumento anual de 200 miembros (más de 1.270 miembros de 131 países en octubre de 2009), la COP constituye una plataforma plurilingüe de fomento de la cooperación Sur-Sur y Norte-Sur-Sur. Las actividades de la COP llevadas a cabo en cooperación con sus 14 centros de cooperación han demostrado su valor añadido en cuanto intervenciones adaptadas a las expectativas y necesidades regionales y subregionales, han suscitado una fuerte adhesión de los interesados y han proporcionado contribuciones complementarias especializadas para las iniciativas en materia de currículo que llevan a cabo las Oficinas Regionales de Educación de la UNESCO y las oficinas fuera de la Sede y otros participantes.

12. En el plano regional en África, el documento orientativo del Programa para la Educación Básica en África (BEAP) es una labor conjunta de la UNESCO-BREDA y la OIE para dirigir esta iniciativa que implica procesos de examen emprendidos por los países para la elaboración de marcos curriculares articulados en torno a las competencias. Iniciado en seis países (Cote d'Ivoire, Djibouti, Etiopía, Gambia, Seychelles y Tanzania), el programa ha inspirado y facilitado los procesos nacionales de examen, como los de Gambia, para la formulación de marcos curriculares de educación básica y, en Etiopía y Cote d'Ivoire, para las reformas y examen de currículos. Más de diez países africanos se han integrado a la iniciativa del Programa de Educación Básica en África. En los Estados Árabes se han puesto en práctica métodos que corresponden a las distintas prioridades regionales en el ámbito del diseño curricular encaminados a la reforma de la enseñanza secundaria y la educación inclusiva; en Asia se incorporó la educación para el desarrollo sostenible en los currículos en los institutos de magisterio, y en América Latina sobre la educación inclusiva (fortalecimiento de capacidades de los animadores de Clubs UNESCO en Venezuela y el Ecuador).

13. Se ha formulado un enfoque innovador para fortalecer las capacidades de los especialistas en materia de currículos y se ha llevado a la práctica por medio del Conjunto de Materiales de las Herramientas para la Formación en Desarrollo Curricular (*Training Tools for Curriculum Development: A Resource Pack*). La caja de herramientas consta de ocho módulos pedagógicos centrados en el diseño curricular, la gestión y la aplicación, la elaboración de libros de textos, así como las buenas prácticas y los sistemas de evaluación. Estos módulos formarán parte de los cursos intensivos de formación y se utilizarán para el aprendizaje a distancia de los especialistas en pedagogía, los responsables políticos, los formadores de docentes. A fines de 2009, se habrán puesto en práctica experimentalmente, en coordinación con las instituciones nacionales académicas y curriculares, en Dar es Salaam (Tanzania) (para ocho países africanos por medio del Programa de Educación Básica de África), en Montevideo (Uruguay) y en Thimphu (Bhután). Una vez que la caja de herramientas haya sido perfeccionada, se podrá institucionalizar su aplicación por medio de "polos regionales" para el fomento de las capacidades locales de diseño, gestión y aplicación de currículos de calidad.

14. En la ficha descriptiva N° 1 del informe figura información más detallada.

### **Innovación curricular, alivio de la pobreza y educación para la paz en África Subsahariana**

15. El proyecto aborda las dificultades y necesidades de la instrucción de calidad para todos en 15 países del África Subsahariana que tienen que hacer frente al VIH y el SIDA, a problemas de justicia y cohesión social y, en algunos casos, a cuestiones relativas a las situaciones y contextos posteriores a conflictos. La nueva fase, que se inició en 2008, estudia el vínculo complejo entre la pobreza y la educación para la paz, prestando atención al desarrollo de competencias para la vida y el trabajo, así como para la convivencia ("Aprender a Vivir Juntos"). El programa, que empezó con nueve equipos nacionales, se amplió en 2009 hasta incluir a seis países más con el apoyo del Organismo alemán de cooperación (GTZ) y el Ministerio Federal de Cooperación y Desarrollo Económicos de Alemania.

16. Expertos en materia curricular de 15 países africanos (Angola, Botswana, Burkina Faso, Burundi, Congo-Brazzaville, Guinea-Conakry, Kenya, Malawi, Malí, Mauricio, Mozambique, Níger, Rwanda, Senegal y Sudáfrica) participaron en esta etapa final para promover la colaboración para el desarrollo de una nueva herramienta de cambio curricular. Se logró mediante un intenso proceso de fomento de capacidades que culminó en tres seminarios



internacionales (Ginebra, marzo y abril de 2009; Nairobi, junio de 2009 y Francfort, octubre de 2009), donde se dieron los últimos toques al material de formación docente para la integración del desarrollo de competencias y el concepto Aprender a Vivir Juntos en el currículo de la educación básica de los países del África Subsahariana, que recoge las experiencias y las necesidades contextuales de los países participantes. También se elaboraron directrices para asistir a los equipos en su labor de organización de la divulgación en el plano nacional, el intercambio de talleres y la puesta a prueba en la práctica de la primera versión del material de formación docente.

17. El proyecto resultó satisfactorio también para acentuar la presencia de las políticas en materia de currículo y la promoción de las experiencias de los países del África Subsahariana en el plano regional e internacional. Uno de los resultados más valiosos del proyecto ha sido el perfeccionamiento de las capacidades técnicas de unos 70 expertos en cuestiones relacionadas con el currículo.

18. En la ficha descriptiva N° 2 del informe figura información más detallada.

### **Centro de intercambio de información y fortalecimiento de capacidades en materia curricular y de educación en VIH y SIDA**

19. Este proyecto, cuyo objetivo es la integración más eficaz de la educación en VIH/SIDA en los currículos oficiales, ha llevado a cabo su doble función de centro de intercambio y de fortalecimiento de capacidades al poner sus competencias especializadas a disposición de los Estados miembros y de las Oficinas de la UNESCO fuera de la Sede. Se han creado nuevos recursos, como parte del servicio de información de la UNESCO sobre el SIDA y la educación, en particular un cortometraje sobre los métodos pedagógicos interactivos en el Camerún que actualmente utilizan en los talleres, escuelas e instituciones de magisterio varias partes interesadas, y una revisión actualizada y más fácil de leer del manual “Currículos y educación en VIH y SIDA”. Se sumaron al banco de datos unos 400 nuevos documentos y evaluaciones sobre más de 25 buenas prácticas, como contribuciones clave al Centro de intercambio de información sobre el VIH, el SIDA y la educación.

20. Este nuevo material se utilizó en apoyo de los programas pertinentes de las Oficinas de la UNESCO fuera de la Sede y de otros participantes clave para prestar asistencia técnica específica a varios países y dar la mayor prioridad, en particular, a la formación de docentes para atender al VIH/SIDA, tanto en el plano nacional como regional. Este es el caso de las actividades desarrolladas en Guyana y el Líbano, en este último caso en provecho de unos 20 países árabes y africanos.

21. En la ficha descriptiva N°3 del informe figura información más detallada.

### **Proyectos de cooperación técnica y asistencia a los Estados Miembros**

22. La prestación de asistencia técnica a los países en transición y en situaciones posteriores a conflictos, en cuanto componente clave de la función de desarrollo de capacidades de la OIE, ha sido particularmente exigente en 2009, a causa del aumento del número de solicitudes de los Estados miembros, de las Oficinas de la UNESCO fuera de la Sede y de los organismos de las Naciones Unidas, en especial el UNICEF. Este programa que se basa en sólidas competencias, ofreció apoyo a medida y asistió a los especialistas en materia de

currículo en los procesos de planificación, diseño y aplicación de currículos de calidad para la enseñanza primaria y secundaria, adaptándose a las nuevas necesidades y perspectivas de desarrollo. Se hizo especial hincapié en la integración en los currículos nacionales del enfoque orientado a potenciar las competencias y en la preparación para la vida y el trabajo basándose en los valores, principios y prácticas del concepto Aprender a vivir Juntos y de la educación para el desarrollo sostenible.

23. En varios países, entre ellos Angola, el Pakistán y Viet Nam se prestó asesoramiento experto y también apoyo técnico práctico para los procesos de reforma curricular. Entre los principales logros, en Viet Nam, una de las ocho iniciativas piloto “unidos en la acción”, se estableció una colaboración para elaborar directrices que un equipo técnico nacional compuesto por 25 especialistas del Ministerio de Educación aplicó al análisis de textos de primaria desde una perspectiva de género, en apoyo del Programa conjunto de las Naciones Unidas conexas. En el Pakistán, con el Ministerio de Educación, durante un programa intensivo de una semana de duración que la OIE organiza en diciembre de 2009, se elaborará una estrategia nacional para la aplicación del currículo. Se prestó apoyo al proyecto del UNICEF de examen del marco curricular de primaria y secundaria para Kosovo al que se puso punto final. Esta asistencia técnica se realizó en virtud de la Resolución 1244 del Consejo de Seguridad de las Naciones Unidas, en coordinación con la Misión de Administración Provisional de las Naciones Unidas en Kosovo (UNMIK) y tras un proceso de aprobación interno de la UNESCO.

24. En la ficha descriptiva N°4 del informe figura información más detallada.

### **El proyecto Gigapan: Diversidad e inclusión en la Comunidad**

25. Creado en 2008 como proyecto conjunto de la OIE y la Carnegie Mellon University, en asociación con la Red del Plan de Escuelas Asociadas de la UNESCO (redPEA), esta iniciativa tiene por objetivo incorporar la utilización de tecnología en las aulas, a la vez que integra la diversidad mediante diálogos en Internet y el intercambio de imágenes digitales de alta resolución que se pueden examinar detalladamente. Se han promovido entornos escolares inclusivos y se ha alentado la creación de redes sostenibles entre estudiantes de diferentes contextos culturales. Tras la fase experimental que se puso en práctica en escuelas de tres países (Sudáfrica, Trinidad y Tabago y los Estados Unidos), las actividades se han extendido a Asia (Indonesia) y América Latina (Brasil) con la participación activa de más de 350 alumnos y 75 docentes capacitados para utilizar la tecnología.

26. En la ficha descriptiva N°5 del informe figura información más detallada.

## **1.2. GESTIÓN Y PRODUCCIÓN DE CONOCIMIENTOS**

### **Objetivos estratégicos (Estrategia de la OIE 2008-2013)**

El objetivo estratégico es consolidar, enriquecer y **seguir ampliando una base de conocimientos** y un tipo de **recursos** de información especializada en currículos y procesos de diseño curricular. La OIE se encargará de:

- Elaborar una **sólida base de conocimientos**, que incluya recursos de información especializada y un conjunto de estudios y análisis de tendencias en currículos y procesos del diseño curricular al servicio de investigadores, formadores, profesionales y responsables.

- Fortalecer los **servicios de intercambio de información** mediante bases de datos actualizadas y ampliadas; acceso sin restricciones a diversas colecciones de materiales, en particular sobre currículos; sistemas de supervisión ampliados; y material informatizado.
- Crear una **plataforma en línea** para incrementar el intercambio de información y las iniciativas de colaboración en el ámbito del diseño curricular, encaminada, asimismo, a apoyar una red mundial de investigadores y profesionales y, de modo más general, a mejorar el portal de conocimiento de la UNESCO.
- Racionalizar **los servicios y el acceso** a materiales y recursos mediante la colaboración con todas las instituciones de la UNESCO, así como con los colaboradores externos, a fin de maximizar la eficacia y minimizar la duplicación de esfuerzos.

### **Resultados previstos al final del bienio 2008-2009 (34 C/5, par 01023)**

#### **Identificación de nuevas orientaciones (*tendencias*) y avances en materia de educación a partir de la compilación y elaboración de información, investigaciones y estudios.**

##### *Indicadores de rendimiento:*

- *Estudios y análisis disponibles en el contexto del Informe de Seguimiento de la EPT en el Mundo;*
- *Investigaciones y estudios publicados.*

#### **Actualización y divulgación de conocimientos e información sobre sistemas educativos, currículos actuales, procesos del diseño curricular, así como de modelos de buenas prácticas e innovaciones.**

##### *Indicadores de rendimiento:*

- *Actualización y ampliación de las bases de datos de la OIE (Datos Mundiales de Educación; Dossiers por País; intercambio de información sobre educación en VIH y SIDA, etc.).*
- *Mejora y actualización con regularidad del sitio Web de la OIE;*
- *Número de visitas del sitio.*

### **Productos y publicaciones sobre conocimientos relativos a la educación inclusiva**

27. Las funciones de la OIE, en cuanto servicio de información y centro de intercambio, son una importante fuente de valor añadido, al constituir una plataforma en línea para incrementar el intercambio de información y las iniciativas de colaboración, encaminada a llegar a un público más amplio. Se ha producido una cantidad considerable de material y de publicaciones, específicamente sobre la educación inclusiva, en apoyo de las actividades de seguimiento de la CIE y, en particular, la divulgación y la promoción de los mensajes clave de la Conferencia. Entre ellos, el Informe final de la 48ª reunión de la CIE (en seis idiomas) y un CD-ROM con los debates de la Conferencia; material de vídeo, así como un módulo con la Caja de herramientas sobre educación inclusiva para América Latina y la región del Caribe.

28. Se elaboraron varias publicaciones sobre este tema, en particular la Definición del programa de educación inclusiva; reflexiones en torno a la 48ª reunión de la CIE; un análisis exploratorio de la educación inclusiva en América Latina y el Caribe sobre la base de los Informes Nacionales presentados a la 48ª reunión de la CIE; un análisis del contenido de 129 mensajes de los Ministros de Educación a la 48ª CIE; un número de la revista **Perspectivas** titulado "*Inclusive education: Controversies and debates*" (151, Vol. 39, N.º. 3, septiembre de 2009); y «*L'éducation pour l'inclusion: concepts, recherches et pratiques*» que recoge las deliberaciones del seminario internacional que se llevó a cabo en noviembre de 2008, como

parte de los preparativos de la CIE en el marco de la cooperación entre la *Facultad de Psicología y Ciencias de la Educación* (FAPSE) de la Universidad de Ginebra, y el *Servicio de investigación en materia de educación* (SRED), del Cantón de Ginebra, y la OIE.

29. Se ha creado una nueva sección en el sitio Web de la OIE, que se considera como herramienta fundamental para ampliar el acceso, y las posibilidades de intercambio, a la información y los recursos sobre la educación inclusiva, en cuanto núcleo del futuro centro de intercambio sobre la educación inclusiva que la OIE tiene previsto crear. Desde septiembre la sección ha venido facilitando el acceso a una amplia gama de recursos, como reseñas de orientación política, directrices, herramientas, informes y demás material. La sección (y el futuro centro de intercambio), disponible en tres idiomas, con unas 20 páginas cada una, y con acceso a más de 250 recursos, así como enlaces a unos 40 sitios Web, se propone contribuir a los procesos de adopción de decisiones y apoyar a los responsables políticos, administradores de la educación, docentes y dirigentes comunitarios en su labor destinada a superar las desigualdades en la educación y a fomentar entornos de aprendizaje más inclusivos.

### **Banco de recursos**

30. El proceso de ampliación y digitalización de los recursos en materia de currículo ha avanzado a ritmo constante con el objetivo de que los conocimientos e información actualizados en relación con los sistemas educativos, los currículos existentes y los procesos de diseño curricular estén a disposición de los programas de la OIE y de los Estados miembros y otros interesados. Ello ha tenido varios resultados importantes, como la transferencia del catálogo electrónico en línea de la OIE (IBEDOC) a UNESDOC, la digitalización de la excepcional colección de Informes nacionales (1932-2004) y el enriquecimiento de los 193 Dossiers por País; a la vez que las alertas semanales sobre las publicaciones conexas relativas a la educación se distribuyen con regularidad a los miembros de la COP y otros especialistas de la educación.

### **Observatorio de las tendencias y publicaciones recientes**

31. La revista trimestral de la UNESCO sobre educación comparada **Perspectivas** cobró gran impulso durante el año, mejorando aún más el control de calidad y el respeto de los plazos. Aumentó el nivel de visibilidad y un número cada vez mayor de autores hizo contribuciones de excelente calidad, lo que tuvo como corolario un aumento sustancial de las tarifas de suscriptores e ingresos conexas. Copublicados en inglés por Springer (Países Bajos), ya han aparecido o se están preparando los siguientes números:

*Education for All by 2015: Progress and challenges* (147, Vol. 38, N° 3 de septiembre de 2008); *dos números ordinarios* (respectivamente: 148, Vol. 38, N° 4, diciembre de 2008 y 149, Vol. 39, N° 1, marzo de 2009); *Aid effectiveness in Education* (150, Vol. 39, N° 2, junio de 2009); *Inclusive education: Controversies and debates* (151, Vol. 39, N° 3, septiembre de 2009); *HIV Education in Formal and Non formal Settings: Comparative and International Best Practices* (152, Vol.39, N° 4, diciembre de 2009), este último en proceso de finalización. El número *Lutte contre la pauvreté et éducation pour l'inclusion : transformer l'école en Afrique sub-saharienne* (146, Vol.38, N° 2, junio de 2008) ha sido traducido al portugués.

32. Se redactaron dos nuevos números de la serie “Documentos de Trabajo sobre el Currículo” (“Conocimiento complejo y competencias educativas” y “Currículo e inclusión en la región andina de América Latina”) y también se publicó en la serie “Prácticas Educativas”

un nuevo número sobre *Effective pedagogy in mathematics* (Nº19) [Pedagogía eficaz en matemáticas].

33. La OIE prestó su apoyo al proceso de examen de la Clasificación Internacional Normalizada de la Educación (CINE), y participó en las primeras dos reuniones del Grupo de asesoramiento técnico. También acogerá la tercera reunión del Grupo en su sede (Ginebra, 3 y 4 de diciembre).

34. En la ficha descriptiva N°6 del informe figura información más detallada.

### 1.3. DIÁLOGO POLÍTICO Y MEDIDAS DE SEGUIMIENTO DE LA 48ª REUNIÓN DE LA CONFERENCIA INTERNACIONAL DE EDUCACIÓN

#### Objetivos estratégicos (Estrategia de la OIE 2008-2013)

El objetivo estratégico es facilitar el diálogo político a escala local, regional y mundial para la mejora de los productos y procesos del diseño curricular. La OIE se encargará de:

- Garantizar que las reuniones de la **Conferencia Internacional de Educación** representen un foro mundial pertinente para fomentar un genuino diálogo político, compartir las informaciones, reforzar las alianzas y reafirmar los compromisos internacionales en favor de una educación de calidad para todos.
- Contribuir a la creación de mecanismos adecuados para **difundir las conclusiones** de la Conferencia de 2008 y apoyar actividades de seguimiento que tengan como objetivo temas y políticas educativas para la inclusión.

#### Resultados previstos al final del bienio 2008-2009 (34 C/5, par 01023)

##### **Supervisión de la aplicación de las decisiones de la Conferencia Internacional de Educación**

*Indicadores de rendimiento:*

- *Establecimiento de mecanismos adecuados para el seguimiento de las decisiones de la CIE 2008;*
- *Adopción de medidas de seguimiento sistemático de las políticas de educación inclusiva.*

35. En el marco del ciclo en tres etapas relacionado con la 48ª Conferencia Internacional de Educación (CIE), más exactamente sus preparativos, la convocatoria y puesta en práctica reales y las medidas de seguimiento, el año 2009 se dedicó a fomentar el diálogo político mediante la promoción y amplia divulgación de los mensajes y resultados clave de la CIE entre los responsables políticos, los pedagogos, investigadores, especialistas en materia de currículos y formadores de docentes. Este objetivo se cumplió mediante conferencias internacionales y regionales, artículos de investigación, publicaciones en línea, módulos de formación, recursos pedagógicos, foros en Internet y prácticas basadas en experiencias exitosas (véase también el párrafo 28).

36. Se lograron sinergias para una mayor potenciación con las otras tres grandes Conferencias Internacionales de Educación de la UNESCO organizadas en 2009, a saber la Conferencia Mundial sobre la Educación para el Desarrollo Sostenible: “*Entrando en la segunda mitad del Decenio de Las Naciones Unidas*” (marzo y abril, en Bonn, Alemania); la Conferencia Mundial sobre la Educación Superior: “*La nueva dinámica de la educación*

*superior y la investigación para el cambio social y el desarrollo*”, (julio, en París, Francia); y la Sexta Conferencia Internacional de Educación de Adultos, CONFINTEA VI, “*Vivir y aprender para un futuro viable: el poder del aprendizaje de los adultos*”, prevista para diciembre en Belém (Brasil).

37. Las actividades de movilización permitieron sensibilizar a los interesados sobre la importancia de las políticas y programas de educación inclusiva en cuanto estrategia clave para lograr los objetivos de la EPT. Un total de 26 seminarios y talleres, muchos de ellos coorganizados por la OIE, la Sede de la UNESCO y las Oficinas de la UNESCO fuera de la Sede, llegaron a más de 1.750 participantes de 91 países. Se fortaleció el papel de vanguardia de la UNESCO en relación con la educación inclusiva y se mantuvo la estrecha relación a nivel de las políticas con los compromisos de los países con la Convención sobre los derechos de las personas con discapacidad. Cabe señalar que aproximadamente el 40% de las ratificaciones o adhesiones se llevó a cabo durante el período de un año que precedió la 48ª reunión de la CIE (29 nuevas ratificaciones o adhesiones de un total de 70).

38. En el plano regional y subregional, la labor preliminar permitió prestar apoyo a los países en sus esfuerzos por llevar a la práctica las políticas de educación inclusiva, como condición del fomento del cambio curricular. Se organizaron varios seminarios específicos de seguimiento de la CIE en colaboración con los ministerios pertinentes, la Sede de la UNESCO, las Oficinas fuera de la Sede, los organismos de las Naciones Unidas y otros participantes, para abordar demandas regionales concretas y llegar a acuerdos sobre un método común, entre ellos:

- Un foro nacional de diálogo político sobre la “*Educación de calidad y desarrollo profesional docente*”, en Malabo (Guinea Ecuatorial), en abril; organizado por el Ministerio de Educación y la Academia para el Desarrollo Educativo donde la Directora de la OIE dio una ponencia magistral sobre las “*Los retos del desarrollo profesional docente: ¿cuáles son las innovaciones recientes?*”;
- El taller regional titulado “*A Broadened Concept of Inclusive Education, Inclusive Class-room based Practices, and Implications for Policy Making, Implementation and Follow-Up*” [Concepto ampliado de educación inclusiva, prácticas inclusivas en el aula y repercusiones en la elaboración de políticas, la aplicación y el seguimiento], Beirut (Líbano), en julio, en el que participaron especialistas en diseño curricular y responsables políticos de 14 países árabes, y donde se apuntó a la necesidad de formular directrices regionales como las etapas esenciales para aplicar en la práctica los enfoques de educación inclusiva a nivel de escuelas en los Estados Árabes;
- La Conferencia Internacional “*Reaching the marginalized – How to approach Inclusive Education*” [Llegar a los marginados- Cómo concebir la educación inclusiva] en colaboración con GTZ y la Fundación alemana de Peter Ustinov, Düsseldorf (Alemania) en septiembre que dio lugar a un plan de acción común compartido por los interesados y que proporcionó información para los preparativos de la Reunión del Grupo de Alto Nivel de la EPT en 2009;
- Conferencia regional sobre: “*EFA, enhancing quality education and curriculum development*” [EPT: por la mejora de la calidad en la educación y el diseño curricular], Yerevan (Armenia), en septiembre, que creó un consenso en torno a las estrategias y herramientas necesarias para mejorar la calidad y el carácter inclusivo de los sistemas de educación y el diseño curricular en la región;
- Reunión regional “*Educación Inclusiva en América Latina: Identificar y analizar los avances y los desafíos pendientes*”, Santiago (Chile), en noviembre, que estudiará las perspectivas regionales sobre la inclusión social y educativa y determinará las

inversiones, los recursos y las herramientas necesarios para supervisar y evaluar las políticas y estrategias de educación inclusiva.

39. Cabe señalar que, como efecto residual de la 48ª reunión de la CIE, los participantes han emprendido iniciativas para configurar el programa de educación inclusiva en distintos contextos. La OIE estará representada como miembro del grupo consultivo de proyectos y comité directivo del proyecto “*Formación de docentes para la inclusión*”, de tres años de duración, por la Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales, Bruselas, y del nuevo proyecto de la UNESCO y la Agencia Europea “*Educación Inclusiva en Acción*”, con el apoyo de la Comisión Europea.

40. En la ficha descriptiva N°7 del informe figura información más detallada.

## **2. FUNCIONAMIENTO INSTITUCIONAL**

### **2.1. EL CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN**

41. El funcionamiento del Consejo de la OIE se define en sus Estatutos, su Reglamento interno y la Resolución aprobada por la 34ª Conferencia General de la UNESCO (34 C/5).

42. El Consejo celebró su 58ª reunión en enero de 2009. El orden del día comprendía un examen de los logros del programa de 2008, en particular los preparativos y la celebración de la 48ª reunión de la CIE y las conclusiones de la evaluación. Se aprobó el programa de 2008, así como las cuentas provisionales al 31 de diciembre de 2008. También se examinó y aprobó el proyecto de programa y de marco presupuestario para 2009, complementados respectivamente por planes de trabajo detallados y una nota explicativa a la Resolución N° 1/2009 relativa a la consignación de créditos que se presentaron en marzo de 2009. El Grupo Administrativo se reunió durante los dos días anteriores a la 58ª reunión del Consejo.

43. Tanto el Consejo en su 58ª reunión como la Mesa del Consejo el 4 de septiembre formularon observaciones sobre el anteproyecto de “Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular”, y tomaron nota de los avances realizados. Se transmitió a la 35ª reunión de la Conferencia General de la UNESCO, que la aprobó, la recomendación de que se concediera más tiempo para ultimar la Estrategia.

44. El Presidente del Consejo informó a la Comisión de Educación de la 35ª reunión de la Conferencia General de la UNESCO sobre los logros de la OIE en el bienio 2008-2009.

45. En la ficha descriptiva N°8 del informe figura información más detallada.

### **2.2. GESTIÓN INSTITUCIONAL: RECURSOS HUMANOS Y FINANCIEROS Y ASOCIACIONES**

#### **Recursos humanos y gestión**

46. En el año 2009 se han logrado resultados importantes, pero sigue habiendo problemas importantes. La situación financiera de los institutos de categoría I sigue siendo problemática aun cuando se hayan evaluado positivamente sus resultados y avancen de forma gradual hacia enfoques basados en resultados. Dada la naturaleza de su especialización, la OIE necesita que

su personal permanente tenga un alto grado de competencias y conocimientos específicos. Aun cuando el personal actual presenta elevados niveles de motivación, eficiencia y competencia, se hace sentir una fuerte necesidad de fortalecer el equipo profesional central para lograr la estabilidad institucional.

47. La OIE ha continuado la política de formación en el empleo de jóvenes profesionales con distintas modalidades: se beneficiaron de becas en calidad de asistentes de investigación 10 jóvenes universitarios calificados, y 14 estudiantes (dos de ellos trabajando a distancia en **Perspectivas**) realizaron pasantías de duración variada; en octubre de 2009 empezó a trabajar en la OIE un experto asociado financiado por Grecia, y se aceptó a un estudiante de posgrado para que llevara a cabo su servicio civil por un período de seis meses. En el contexto del programa de prácticas de la Fundación UNESCO-Corea para la investigación, en el período comprendido entre septiembre de 2008 y marzo de 2009, trabajaron dos pasantes en la OIE, y en junio de 2009 se llevaron a cabo entrevistas para seleccionar a un nuevo pasante, que se incorporará a principios de enero de 2010.

48. De conformidad con la política de la OIE de ofrecer perfeccionamiento profesional, se impartieron los siguientes cursos al personal:

- Seminario sobre formación en materia de gestión basada en resultados, 27 y 28 de agosto de 2009 en Ginebra (Suiza) (todo el personal);
- Seminario de formación para situaciones posteriores a conflictos o desastres, 23 a 26 de febrero de 2009, Bangkok (Tailandia) (dos funcionarios);
- Escuela de verano del Instituto Internacional de Planeamiento de la Educación de la UNESCO (IPE) sobre la recuperación de la resiliencia: planificación de la educación en “contextos precarios”, del 20 al 31 de julio de 2009, París (Francia) (un funcionario);
- Seminario sobre competencias en materia de coordinación y dirección de los equipos de las Naciones Unidas de apoyo a los países, 28 de septiembre a 8 de octubre de 2009, Turín (Italia) (un funcionario);
- Formación en pagos electrónicos, 11 y 12 de marzo de 2009, París (Francia) (un funcionario);
- Cursos de formación en idiomas durante el año 2009, en Ginebra (Suiza) (tres funcionarios);

49. Además, desde 2007, la OIE viene participando activamente en el proceso de las Normas Internacionales de Contabilidad del Sector Público (IPSAS), dirigido por la Oficina del Contralor de la UNESCO. Se llevó a cabo un trabajo de planificación para determinar las medidas que se debían adoptar hasta el 1º de enero de 2010 (fecha de la adopción oficial de las IPSAS) y la ejecución se lleva a cabo sin tropiezos.

### **Recursos financieros**

50. El aumento gradual de las contribuciones voluntarias y extrapresupuestarias constituye una tendencia constante de la OIE. Cabe señalar que el presupuesto total de la OIE para el bienio 2008-2009 se elevó a 10.568.005 dólares de los EE.UU. Lo que representa un aumento de más de 2 millones de dólares en comparación con el presupuesto del bienio 2006-2007 que ascendió a 8.511.214 dólares.



51. El presupuesto total aprobado en el marco presupuestario de 2009 es de 5.399.500 dólares. La contribución financiera de la UNESCO (Presupuesto Ordinario) asignada a la OIE fue de 2.295.500 dólares y representó sólo el 42,5% del total de los recursos de la Oficina. La suma de las contribuciones voluntarias y los recursos extrapresupuestarios fue de 3.104.000 dólares, lo que representa, por lo tanto, el 57,5% del presupuesto total de 2009.

52. La OIE ha venido aplicando, asimismo, de forma flexible, la política de recuperación de costos, a la vez que celebra acuerdos sobre participación en los gastos y cofinanciación para las actividades prioritarias con determinados colaboradores. Esto resultó de particular importancia para los programas de seguimiento de la CIE, dado el gran interés de los participantes. Al 31 de octubre de 2009 se habían obtenido nuevos recursos extrapresupuestarios, por un total de 193.552 dólares para actividades independientes y específicas de una tarea, que no estaban incluidos originalmente en el marco presupuestario aprobado para 2009.

53. España, en su calidad de nuevo donante principal de la OIE, aprobó en 2008 la suma de 350.000 euros de contribución voluntaria como ayuda institucional. Los fondos se recibieron a fin de año y por consiguiente se utilizaron en la ejecución del programa de 2009. Es probable que el próximo año se confirme el mismo compromiso económico. Los dos acuerdos de cooperación en curso en 2008-2009, con el Organismo Sueco de Desarrollo Internacional por un total de 6 millones de coronas suecas, y con Suiza, por un total de 1 millón de francos suizos, llegan a su término el 31 de diciembre de 2009. La Directora de la OIE ha iniciado las negociaciones, que se prevé culminen en breve, para volver a firmarlos en 2010, y posiblemente por un período más largo.

54. En la parte III de este documento se presenta la situación presupuestaria al 31 de octubre de 2009. En enero de 2010, se presentará al Consejo un nuevo cuadro que indique la situación a fines de diciembre de 2009.

### **Asociaciones**

55. Una condición sine qua non para la labor de la OIE en 2009 fueron las asociaciones sólidas. En un período en que la crisis financiera mundial afectó tanto a los países desarrollados como en desarrollo, la OIE pudo ampliar sus colaboraciones y sumar fuerzas para alcanzar objetivos comunes con una amplia gama de interesados, entre ellos donantes bilaterales, la Sede de la UNESCO y las Oficinas fuera de la Sede, los organismos de las Naciones Unidas, las organizaciones no gubernamentales internacionales, los Ministerios de Educación y las Comisiones Nacionales, las universidades y las instituciones universitarias. También se han conservado las actuales relaciones de colaboración, muchas de las cuales son fruto de la labor llevada a cabo para la 48ª reunión de la CIE, y otras del interés que despiertan los programas de la OIE. Tal es el caso de GTZ en el proyecto “Innovaciones educativas, reducción de la pobreza y educación para la paz en África Subsahariana” (véase además el párrafo 15).

56. Se han establecido, asimismo, nuevas asociaciones basadas en acuerdos de cooperación, sobre temas específicos y prioridades clave, entre otros con:

- La Organización del Bachillerato Internacional (IBO);
- La Universidad Católica del Uruguay (UCU), que ha puesto en marcha la experimentación de la caja de herramientas, con miras a ofrecer un diploma universitario en diseño curricular en la región de América Latina;

- El organismo Red interinstitucional para la Educación en situaciones de Emergencia INEE para la elaboración de las *General Notes on Quality Teaching and Learning in Emergencies [Notas generales sobre la calidad en la educación y el aprendizaje en situaciones de excepción]* que presta atención a los aspectos curriculares;
- El UNICEF: creación de vínculos con el currículo en situaciones excepcionales y posteriores a conflictos.
- El *World Council of Comparative Education Societies* [Consejo Mundial de Sociedades de Educación Comparada]: la Directora de la OIE se ha convertido en miembro designado del Consejo Ejecutivo y actuará de enlace oficial de la UNESCO.

57. Se ampliaron satisfactoriamente las asociaciones en materia de iniciativas de investigación con instituciones de enseñanza superior del país anfitrión, entre ellas la Facultad de Psicología y Ciencias de la Educación (FAPSE) de la Universidad de Ginebra, y el Servicio de investigación en materia de educación (SRED) del Cantón de Ginebra; el *Graduate Institute of Geneva* (IHEID) y la Cátedra UNESCO sobre tecnologías para el desarrollo de la Escuela Politécnica Federal de Lausana (EPFL). Al igual que en años anteriores, la OIE cumplió con su contribuciones intelectuales a la Universidad de verano de Derechos Humanos y el Derecho a la Educación que tradicionalmente se desarrolla en la sede de la OIE en julio y agosto.

58. El personal de la OIE, en su calidad de especialistas, fue invitado a un gran número de conferencias académicas, reuniones profesionales y otras, muchas de las cuales se referían a la educación inclusiva (véase además el párrafo 37).

### **Conclusión**

59. La Directora desea expresar su agradecimiento personal al equipo de la OIE en su conjunto por demostrar su competencia profesional y su entusiasmo durante este año, muy intenso y muy fructífero. La Directora confirma su firme compromiso de llevar a la OIE a convertirse en centro de excelencia para el diseño curricular, en total coordinación con el Consejo de la OIE y bajo su orientación global.

60. La Directora desea expresar asimismo su agradecimiento por el fuerte apoyo recibido de todos los miembros del Consejo, y en especial del Excelentísimo Sr. Raúl Vallejo Corral, el Presidente saliente del Consejo, y de los representantes del país anfitrión. La Directora expresa además su reconocimiento por todas las contribuciones financieras recibidas, tanto en calidad de apoyo institucional a la OIE de Suecia, Suiza y España, como la financiación extrapresupuestaria de numerosos donantes.

## **II. FACT SHEETS**



<b>REPORT 2009</b>	
<b>1. Title</b>	<b>Capacity Development for Curriculum Development - Global level</b>
<b>2. Responsible Officer</b>	Renato Opertti
<b>3. Starting and termination dates</b>	January-December 2009
<b>4. OVERALL GOAL</b>	
<p>Support action in favour of quality EFA by enhancing the capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners.</p> <p>This objective is achieved:</p> <ul style="list-style-type: none"> <li>• Globally, by collaborating with the Community of Practice in Curriculum Development (COP) to enable knowledge sharing and production on quality EFA and curriculum issues with an international comparative approach;</li> <li>• Regionally, by closely collaborating with key partners, including UNESCO Field Offices located in the all UNESCO regions, as well as leading institutions in curriculum expertise (some acting as the COP Focal Points).</li> </ul>	
<b>5. RESULTS</b>	
<b>5.1.A. Title</b>	
The interactive worldwide Resource Pack developed to enhance the capacities of key actors for the design, management and implementation of curriculum change.	
<b>5.2.A. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Completion of the Resource Pack, number of pilot training activities conducted in different world regions, revision upon feedback collected from pilot training activities, online accessibility, and translation from the initial English version into at least another language.	
<b>Assessment criteria:</b>	
Number of countries requesting and benefiting from targeted technical assistance using the Resource Pack. Evaluation by these countries.	
<b>Baseline:</b>	
One Asia-Pacific Resource Pack developed by IBE in 2005. Limited learning tools and training modules of global and regional scope.	
<b>5.3.A. Achievements, Challenges and Lessons Learnt</b>	
<ul style="list-style-type: none"> <li>• Resource Pack finalized in English and published online (COP website);</li> <li>• Resource Pack applied as pilot experiences to support 3 countries through 10-day curriculum development workshops respectively conducted in Tanzania, Uruguay and Bhutan; 125 policy-makers, curriculum leaders, school leaders, teachers, teacher trainers, assessment specialists were trained;</li> <li>• Cooperation agreement (2010-2011) signed with the Catholic University of Uruguay (UCU) with the view to offer a university diploma on curriculum development for the Latin American region;</li> <li>• Process initiated to develop 3 additional training modules, respectively focused on competency-based approaches to inclusive curriculum and Education for Sustainable Development (ESD), in order to further assist countries in Africa, Latin America and Asia;</li> <li>• Coordination initiated to translate the Resource Pack into Spanish (in cooperation with UNESCO Mexico Office).</li> </ul>	
<p>The main <b>challenges</b> have been to provide a shared vision of curriculum processes, products, in light of case studies collected from all UNESCO regions.</p> <p>The main <b>lessons learnt</b> are: a) the usefulness of the COP to gather case studies from all regions and b) the Resource Pack is a powerful tool to promote collective thinking and production on curriculum issues through a vast repertoire of training activities that can be customized to regional and national expectations and demands.</p>	

### **5.1.B. Title**

UNESCO Member States (especially African countries) supported in their processes of competency-based curriculum change to enhance basic education.

### **5.2.B. Performance Indicator(s) and associated Target(s) and Baseline(s)**

Number of countries sending representatives to be trained at capacity development workshops using learning resources made available. Number of representatives trained benefiting from targeted technical assistance in curriculum development or reform.

**Assessment criteria:** Type of activities implemented, objectives, scope (institutions and practitioners involved in each activity, classified by country), contents, feedback and impacts.

**Baseline:** Three countries (The Gambia, Ethiopia and Côte d'Ivoire) launched the UNESCO Basic Education in Africa Programme (BEAP) in 2008 to ensure basic education for the duration of at least 9/10 years. The Gambia is drafting its national basic education curriculum framework and the other two countries are undergoing curriculum review/reforms with different areas of focus.

### **5.3.B. Achievements, Challenges and Lessons Learnt**

- Globally, a total of 9 additional technical assistance activities carried out until 31 October 2009;
- Technical support provided to launch BEAP in 3 additional countries (Tanzania, Seychelles and Djibouti) through capacity development sessions on competency-based curriculum and inclusive education, while sensitizing more than 10 other countries with BEAP;
- Coordination ensured for co-authoring of the BEAP Policy Document and its dissemination;
- 8 African countries (Tanzania including Zanzibar, Ethiopia, Kenya, The Gambia, Seychelles, Uganda, Zambia, Côte d'Ivoire) provided with an intensive 10-day training on issues and trends in curriculum processes;
- 2 other countries (Uruguay and Bhutan) provided an intensive 10-day training on curriculum processes;
- Tailored technical support provided to The Gambia for initiating the elaboration of the National Curriculum Framework;
- Proposal formulated on the development of the Tanzania Institute of Education as a sub-regional centre for curriculum development and training;
- Support envisaged for the establishment of a common Quality Assurance Authority/Mechanism for Basic Education in East African Countries, in collaboration with UNESCO Dar es Salaam and UNESCO Nairobi;
- Feedback provided to draft country reports on new inclusive education policies in the Asia-Pacific region;
- Proposal formulated to develop a toolkit on the practices of inclusive education in the Arab States.

The main **challenge** has been to spread the understanding of competency-based approaches as a powerful and flexible tool to attain inclusive and quality curricula for basic education and the democratization of learning opportunities.

The main **lessons learnt** are: a) the significance of implementing a comprehensive capacity development approach that caters to the strengths and weaknesses of curriculum practitioners at the different levels of the education system, and b) the strong institutional value-added of supporting BEAP as a UNESCO initiative clearly focused on democratizing basic education in terms of access, relevance and equity.

### **5.1.C. Title**

Geographical and numerical expansion of the COP achieved to increase its global and regional impact.

### **5.2.C. Performance Indicator(s) and associated Target(s) and Baseline(s)**

Number of joint action plans with regional Focal Points, number of publications and other contributions made available by COP members, number of face-to-face and on-line exchanges on quality and curriculum issues held in the different UNESCO regions, number of multilingual communications carried out on a regular basis, number of new members in the COP database.

**Assessment Criteria:** Type of activities implemented, objectives, scope (institutions and practitioners involved in each activity, classified by country), contents, feedback and impacts. Quality of the COP web section evaluated by colleagues and partners from different regions.

**Baseline:** At the end of 2008, COP had 11 regional Focal Points, 1100 members from 94 countries, with an

annual increase of 200 members. 2 e-forums were carried out since 2006.

### 5.3.C. Achievements, Challenges and Lessons Learnt

- As of 31 October 2009, the COP has 1271 members from 131 countries;
- 1 moderated multilingual e-forum on inclusive education and inclusive curriculum held over 3 weeks (26 Oct. – 13 Nov. 2009);
- Regular communication with COP members to encourage knowledge sharing and production, leading to COP members providing 6 out of the 9 IBE Working Papers on Curriculum Issues;
- COP website now available in the 6 UNESCO languages;
- Weekly relevant news made available to COP members in the 6 UNESCO languages;
- Dissemination of information about the COP (e.g. using updated booklet in the 6 UNESCO languages) at conferences and workshops;
- COP statistics gathered and disseminated regularly;
- The COP has now 14 Focal Points covering all UNESCO regions, playing an active collaborative role as co-organizers, moderators and/or rapporteurs for online and face-to-face activities.

One main **challenge** has been to align the COP Focal Point activities with the annual working plans jointly implemented with UNESCO Field Offices. Another important challenge has been to effectively coordinate a unique multicultural and multilingual COP, leading to inter-regional knowledge sharing and production.

The main **lessons learnt** are: a) the COP Focal Points activities have more significant impact when they provide complementary perspectives, strategies and practices to the ones pursued by UNESCO Field Offices; b) the relevance of carefully customizing the COP to meet regional expectations and needs, and the sense of ownership generated at the regional and national levels; c) the relevance of maintaining weekly communications amongst COP members and responding actively to their requests; and d) the COP has promoted different schemes of South-North and in-region cooperation, and has contributed to informed discussions on curriculum change and management from an international comparative perspective.

## 6. IMPLEMENTATION STRATEGY

### 6.1. Context: issues to be addressed and key baseline

Within the mandate of providing Member States with support for curriculum change, the IBE created the Community of Practice (COP) in Curriculum Development in 2005 as a tool for exchange and capacity development.

In 2009, the main focus has been on: (i) support to curriculum change and development processes in basic, youth and teacher education through the provision of learning tools, comprehensive capacity development activities and expanded COP membership, using both face-to-face and online modalities; and (ii) initiatives within the framework of South-South and North-South-South cooperation, aimed at supporting the expansion, democratization, quality and inclusiveness of basic education, e.g. inclusive education as a guiding principle to practice competency-based approaches, ESD, and accelerate the achievement of EFA goals (in follow-up of the 48<sup>th</sup> ICE). These activities build upon the Conclusions and Recommendations of the 48<sup>th</sup> ICE, as well as the collaborations and consensus reached in coordination with UNESCO Field offices and other partners, particularly in the preparatory process of the 48<sup>th</sup> ICE during 2007 and 2008.

### 6.2. Description and rationale behind the interventions, outputs and expected results

- Continue to support regions and countries in implementing processes of competency-based curriculum change, focusing on the regions of Sub-Saharan Africa (mainly through BEAP) and Latin America, in close coordination with UNESCO Field Offices, ministries of education, intergovernmental bodies and development partners (in particular, the Spanish Cooperation with regard to Africa and Latin America and the Caribbean).
- Forge partnerships with Ministries of Education, universities, NGOs and international organizations, in order to implement training activities applying the worldwide curriculum Resource Pack and other learning resources.
- Continue to consolidate the COP as a key UNESCO strategy to discuss and build consensus on education and curricular policies and actions with a focus on inclusive education, to accelerate progress towards EFA goals, in light of the 48<sup>th</sup> ICE.
- Continue to develop a multilingual COP based on a proactive approach to the sharing of perspectives, information, documentation, experiences and practices.

**Rational:**

**A.** Make available a worldwide Resource Pack for developing the capacities of curriculum practitioners, by forging partnerships with ministries of education, academic institutions and NGOs.

**B.** Provide global and regionally tailored learning resources (for example, on competency-based approaches using learning situations by discipline), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change, mainly in the field of basic and youth education.

**C.** Strengthen the multilingual COP web section in order to facilitate access to information and resources on good practices and experiences related to current education and curriculum issues (in collaboration with the IBE Knowledge Production and Management Programme). Further mobilize the COP Focal Points in all UNESCO regions to jointly develop action plans with UNESCO Field Offices on priority areas, namely: (i) inter-regional exchanges on curriculum change; (ii) consolidating communities of practices focused on education for sustainable development, quality basic education and inclusive education (in follow-up of the 48<sup>th</sup> ICE); and (iv) comprehensive capacity development approaches at the regional and national levels in order to support curriculum development processes

**Outputs:**

- Resource Pack made available online;
- Capacity development activities completed at the regional and national levels, using the Resource Pack and other resources as tools;
- Cooperation initiated with the academic institutions with the view to offer university diplomas on curriculum development;
- Tailored technical support provided to Member States on relevant curriculum issues, especially in Africa and mainly through supporting BEAP;
- Multilingual moderated e-forum on inclusive education and inclusive curriculum carried out;
- Relevant and multilingual weekly COP news made available to COP members through Email and website;
- Contributions provided by COP Focal Points to strengthening relevant capacity development activities at the regional and national levels.

**Expected Results:**

**A.** An interactive worldwide Resource Pack developed, drawing on COP expertise and tools, to enhance the capacities of key actors for the design, management and implementation of curriculum change.

**B.** UNESCO Member States (especially African countries) supported in their processes of competency-based curriculum change for enhancing basic education.

**C.** Geographical and numerical expansion of the COP to increase its global and regional impact

**6.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Primary stakeholders* include policy-makers, educators, curriculum specialists, developers and teacher trainers at the country level, especially COP members, as well as international stakeholders (sister agencies, development partners and NGOs).

The *partners* are UNESCO Field Offices and National Commissions, national/local education authorities and technical core teams, universities/national curriculum institutions, COP Focal Points from all UNESCO regions, as well as international stakeholders (sister agencies, development partners, NGOs and experts).

The *principal beneficiaries* should be children and youth in Member States, representatives of national/local education authorities, curriculum developers, teacher trainers and representatives of quality assurance authorities, principals and teachers, COP institutional and individual members from all UNESCO regions, as well as IBE itself in the One-UN and One-UNESCO partnerships for education at large.

**7. BUDGET (US\$)**

7.1 Approved 280'000

7.2 Revised 280'000

7.3 Obligated as of 30.10.09: 214'823



<b>REPORT 2009</b>	
<b>1. Title</b>	<b>Curriculum Innovations, Peace Education and Poverty Alleviation</b>
<b>2. Responsible Officer</b>	Clementina Acedo, IBE Director Elmehdi Ag Muphtah, Project coordinator Dakmara Georgescu, senior project advisor
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The project aims to contribute to the development of the capacities of policy makers, curriculum specialists and other stakeholders to integrate and enhance competency development for life and work and Learning to Live Together (LTLT) in the basic education of 15 sub-Saharan African countries<sup>1</sup> through innovative curriculum solutions. It contributes also to reinforcing exchanges at national, regional and international levels by emphasising North-South-South cooperation with a view to identify and share effective practices to promote peace and Learning to Live Together, as well as competencies for life and work that are important for poverty alleviation/eradication and sustainable development.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>5.1.1 Peace education and learning for life and work/(LFLW)/competency development integrated,</b> within national and regional processes of curriculum revision involving 15 sub-Saharan African countries as a contribution to poverty alleviation, and peaceful and productive co-existence;</p> <p><b>5.1.2 Effective contribution of policy makers and curriculum specialists</b> made to initiating and carrying out processes of curriculum review by considering the needs and possibilities of enhancing competency development for life and work and learning to live together;</p> <p><b>5.1.3 Evidence-based contribution made for tailored and collaboratively-produced capacity development tools and resources</b> to quality processes of curriculum planning, development and implementation supporting poverty alleviation, peacefully living together and sustainable development.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p><b>5.2.1 Concrete curriculum innovations</b> initiated, carried out, reviewed and/or envisaged in a number of sub-Saharan African countries such as Mauritius, Mali, Mozambique, Malawi, Kenya that are inspired by the project;</p> <p><b>Target(s) and baseline(s):</b> The project contributed to identify gaps to be addressed in the context of both defining appropriate curriculum policies and translating such policies into effective practices. The 15 participating countries are at different stages of cyclical curriculum review processes, consequently some benefited from the project to review their curriculum policy and frameworks; some to address issues of implementing curricula at classroom level; and others for revising assessment and teacher training policies.</p> <p><b>5.2.2 Teams of policy makers and curriculum specialists</b> participating in the project that are actively involved in processes of curriculum planning, design and implementation at national and regional level;</p> <p><b>Target(s) and baseline(s):</b> The project counted on relatively stable national teams who engaged with their fellow-colleagues from other countries in productive and sustained communities of practice over a continuum of more than four years. It is envisaged that the national teams contribute effectively to the dissemination of the project (processes and outcomes) at local, national and regional level and the enhancement of local and national curriculum agencies and professional association that can play a role in promoting curriculum innovations for poverty alleviation, learning to live together and sustainable development.</p>	

<sup>1</sup> Angola, Botswana, Burkina Faso, Burundi, Congo-Brazzaville, Guinea-Conakry, Kenya, Malawi, Mali, Mauritius, Mozambique, Niger, Rwanda, Senegal, South Africa. The participation in the project of Botswana, Guinea-Conakry, Kenya, Malawi, Senegal and South Africa was supported by GTZ/BMZ.

**5.2.3 Capacity development tools and resources effectively disseminated and used** in processes of curriculum planning, design and implementation, as well as in teacher education and training;

**Target(s) and baseline(s):** The project captured valuable initiatives in sub-Saharan African countries with regard to preparation for life and work in and through basic education that were documented in academic journals and studies (such as **Prospects** 146 and the Study “*Preparation for Life and Work in African sub-Saharan countries*” carried out and published in cooperation with GTZ). It also promoted the collaborative development of a capacity building Toolkit addressing issues of curriculum planning, design and implementation in a comprehensive way with a focus on integrating into the basic education curriculum cross-cutting issues such as peace education; gender equality; human rights and citizenship education; Education for Sustainable Development (ESD); intercultural education; work and entrepreneurial education.

### **5.3. Achievements, Challenges and Lessons Learnt**

#### **Achievements**

- Viable and pro-active networks of 15 national (country) teams that are actively engaged in disseminating the project and promoting curriculum innovations for LTLT, sustainable development and poverty alleviation;
- Tailored capacity development tools and resources (i.e. case studies, comparative studies, toolkit for capacity development, guidelines for the field testing of the toolkit) that integrate and promote the experiences of sub-Saharan African countries in fostering competency development for life and work, LTLT and sustainable development;
- Enhanced visibility of curriculum policies and practices of sub-Saharan African countries at regional and international levels as well as contributions to enriching the international education dialogue;
- Agreed strategies with regard to conceiving, implementing and assessing curriculum innovations in sub-Saharan African countries with a view to foster competency development for life and work, sustainable development and Learning to Live Together based on building on achievements; overcoming identified gaps and obstacles; and working in synergies with other sectors;
- Political support, as proven by the active participation throughout the project of Ministers of Education and other high-level ministries and other governmental bodies’ representatives.

#### **Challenges and lessons learned**

- The work with 15 national teams proved rewarding, though difficult to carry out in terms of the administrative and logistic issues to be considered. The large number of country teams allowed for only a small number of experts from each country to participate in the project. In the future, the focus should be on working with a smaller number of countries while engaging in in-depth processes so as to enhance the impact at local, national and regional level. It is also fairly possible that, while working with a smaller number of countries, the previous groups (and maybe also other countries) participate periodically in dissemination and sharing events.
- The time and budget available were limited, and consequentially, the work plan was extremely demanding, allowing for only little time between major activities. This impacted delivery and follow-up although measures were taken to compensate for the time shortages with intensified efforts to cater for quality preparation and delivery. In the future, more realistic work plans should be envisaged that would allow appropriate preparation, delivery and follow-up avoiding unnecessary pressures.
- While, as shown for instance in the evaluations of the project activities by the participants, the project was highly appreciated by the country teams and the Ministries of Education involved, it is nevertheless important to integrate clear mechanisms of monitoring and evaluation that involve broader groups of stakeholders and partners and are based on complex methodologies.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

The project addresses the challenges to, and needs for quality learning for all in 15 sub-Saharan African countries coping with poverty, HIV and AIDS, issues of social justice and social cohesions, as well as, in some cases, issues pertaining to post-conflict situations and contexts.

While in some of these countries attempts were made to review curricula with a view to promote a competency-based approach, as documented by many sources, including the IBE and GTZ/BMZ Study on

Preparation for life and work in sub-Saharan African countries, much work still lies ahead to:

- Clarify the concept of competencies, competency development for life and work, and competency-based curricula and approaches;
- Clarify the links between quality curricula and learning, and poverty alleviation, sustainable development and living together peacefully;
- Provide a comprehensive approach so as to align curriculum innovations with meaningful changes in assessment, teacher education and training and school- and classroom management.

### **6.2. Description and rationale behind the interventions, outputs and expected results**

- International 3 to 5 day workshops (Geneva, March-April 2009; Nairobi, June 2009; and Frankfurt, October 2009) to advance the collaborative development of the capacity development toolkit for the integration of competency development and LTLT in the basic education curriculum of sub-Saharan African countries; A total of 67 participants were trained;
- Collaborative development of comprehensive guidelines for organising national dissemination and sharing of the first version of the toolkit at workshops its field testing;
- National dissemination and sharing workshops carried out to involve education stakeholders and partners more broadly and more effectively in processes of curriculum innovations at local, national and regional levels;
- Field testing of the first completed version of the toolkit mentioned above to: collect feedback for improving its relevance and usability; integrate inspiring effective practices from the sub-Saharan African context; and prepare the toolkit for adequate publication and dissemination;
- Preparation of intermediate and final reports based on adequate monitoring and evaluation mechanism to highlight the project achievements; aspects that need improvement; possibilities for meaningful follow up, such as expanded processes of capacity building and curriculum innovations at national and regional levels.
- Preparations of new project proposals (2010-2013) to facilitate in-depth work at country level in the context of sub-Saharan African countries with IBE's and other partners' support.

### **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

#### **Key partners:**

##### *Financial and intellectual support:*

- Spanish Government (Ministry of Education);
- Swiss Department for Cooperation and Development (SDC);
- GTZ/BMZ which contributed separately to the project activities with over \$80,000 to cover the participation of six additional countries.

##### *Intellectual, administrative and logistic support:*

- UNESCO Education Sector;
- UNESCO Field Offices (Windhoek, Bamako, BREDA);
- National Commissions for UNESCO of the 15 sub-Saharan African countries.

##### *Direct partners:*

- Participants in the project and beneficiaries – represented by members of the 15 national expert teams: The Ministries of Education of 15 sub-Saharan African countries, National Curriculum Councils and Pedagogical Institutes.

##### *Indirect beneficiaries:*

- Policy makers and curriculum developers; teacher trainers; teachers and headmasters; students

### **7. BUDGET (US\$)**

7.1 Approved 290'000

7.2 Revised 361'000

7.3 Obligated as of 30.10.09: **354'800**

## REPORT 2009

<b>1. Title</b>	<b>Capacity development and clearinghouse for curriculum and HIV and AIDS education</b>
<b>2. Responsible Officer</b>	Clementina Acedo and Sandrine Bonnet
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The goal of the programme is to integrate HIV and AIDS education more effectively into official curricula, to develop tools to improve learning and teaching materials, to build education specialists' capacities, in order to contribute to a comprehensive answer to HIV and AIDS in the framework of UNESCO' strategy and EDUCAIDS.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Comprehensive knowledge and key competencies for capacity building strengthened and disseminated among key partners (Ministries of Education, International Organization and NGOs).	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Production of tools, new documents in UNESCO database, technical advice, workshops.	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
<b>Achievements</b>	
<ul style="list-style-type: none"> <li>• New interactive supports (film, resource pack) have been produced for the use of education specialists and further new editions are planned. The film on interactive pedagogical approaches is presently being used in schools and in teacher training institutes. A more user-friendly version of IBE's Manual on HIV and AIDS education has been produced including updated information and practical links, based on user's feedback.</li> <li>• Partnerships: The IBE expanded its partnerships and worked in close collaboration with the field to bring its expertise on HIV and AIDS. As a result of productive and sustained cooperation with stake holders, the IBE's interventions have increased since the beginning of the programme. Starting in Sub-Saharan Africa, it has now expanded in all regions through active collaborations with UNESCO Offices, especially, BRED, Kingston, Beirut, and Bangkok. The most recent workshops took place in the Arab region.</li> <li>• Customized technical assistance: Technical assistance on various HIV and AIDS education themes has been provided. In particular, the Ministry of Education of Guyana utilised IBE expertise to update and adapt the approach on HIV and AIDS for teacher training in the country. The curriculum is now under revision. A contribution to a publication for Algeria on stigma and discrimination was provided. Information, advice and documents disseminated to respond to approximately 250 requests, coming mainly from education specialists working in Ministries of Education.</li> <li>• IBE is a key contributor to the UNESCO HIV and AIDS Education Clearinghouse. New documents entered in the databank (approximately 400), contributions to the website by adding key resources and evaluations of good practice and to the newsletter in collaboration with IIEP. The visibility of IBE's work in the area of HIV has increased.</li> <li>• Evaluation of good practices. Approximately 25 new documents have been evaluated in 2009 using an improved format, more user-friendly, and providing more concrete recommendations in order to assist the education specialists in reviewing their materials. The assessments, which are used in the field during workshops as examples of good practices from other countries, are more accessible having been placed on IBE's and UNESCO's Clearinghouse websites.</li> </ul>	
<b>Challenges and Lessons Learnt</b>	
<ul style="list-style-type: none"> <li>• A particular focus has been placed on teacher training as this area has been identified as one of the common weak points in field operations.</li> <li>• It is crucial to reform primary, secondary and teacher training levels in parallel when introducing curriculum changes.</li> <li>• The approach must be adapted to the cultural context.</li> <li>• It is crucial to challenge myths and misconceptions regarding HIV and AIDS.</li> </ul>	

- The personal commitment from high level stakeholders is crucial.
- A good collaboration with Field Offices is important as they can provide key information about the context in the country on HIV and AIDS. The existing collaborations have been strengthened, especially through the Clearinghouse with IIEP and with HQ. Teacher training and curriculum must be reviewed together in order to bring a comprehensive and sustainable response.
- Practical and innovative tools like the CD Rom of interactive activities and the film on pedagogical approaches are highly appreciated by the education specialists in the countries.

## 6. IMPLEMENTATION STRATEGY

### 6.1. Context: issues to be addressed and key baseline

Through the production of innovative tools (film, interactive resource pack for example), workshops, new documents in the databank, technical assistance and evaluation of good practices, the HIV programme brings specialized expertise in the field of HIV and AIDS education. These contributions are crucial for capacity-building of education specialists in the countries and inside UNESCO. The strategy for the upcoming years is to continue finding innovative ideas in the area of HIV and AIDS education while strengthening partnerships with key partners and stakeholders. New financing opportunities must be explored to ensure the sustainability of the programme.

### 6.2. Description and rationale behind the interventions, outputs and expected results

In the framework of EDUCAIDS and of UNESCO Strategy for HIV, the IBE actively contributes to a comprehensive answer on HIV and AIDS education. The curricula are updated and the education specialists improve their knowledge and competencies through IBE's work. The expertise of the IBE in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa. The substantive increase of requests for technical support shows that it is a key element of UNESCO's work in this area.

Outputs for 2009: New CD Rom containing interactive activities identified as good practices for participatory teaching produced and disseminated. This CD Rom is also used as a support tool during workshops. Film documenting good practices of pedagogical approaches in HIV and AIDS education (Cameroon). With this tool, education specialists and future teachers can have concrete examples of interactive activities in the classrooms as it is difficult to organise training sessions in every school. Film disseminated mainly in Central Africa. It will be available online by end of 2009 for a wider dissemination.

Technical Assistance provided in a regional workshop on teacher training organised in collaboration with UNESCO Beirut Office for the Arab region with 14 countries, as well as in a workshop organised by the UNESCO Beirut Office and ISESCO on teacher training for 5 Arab countries and 5 African countries.

New improved version of IBE's Manual available. It has been adapted to the needs of users in the field. Technical assistance provided to countries by providing documents, advisory support, proposing solutions on specific themes.

UNESCO clearinghouse: new documents evaluations of materials entered in UNESCO databank, contributions to the newsletter of HIV and AIDS education sector. Contribution to the UNESCO Guidelines on Sexuality and HIV through the annotated bibliography. Preparation of a chapter on stigma and discrimination in the framework of a publication of UNESCO Rabat office. HIV section on IBE's website regularly updated with key resources and evaluations of good practices.

### 6.3. Stakeholders: key partners and beneficiaries and their expected roles

Ministries of education, Universities, teacher trainers, teachers and students are the main beneficiaries of the work. UNESCO education sector and in particular Field Offices are also beneficiaries. Field Offices are the main partners for the delivery of technical assistance in the countries. Close relationships with UN organisations, especially ILO, UNICEF, WHO, UNFPA and UNAIDS as they are important partners and are associated to IBE work when possible and appropriate in order to offer a comprehensive overview of HIV and AIDS. Collaboration to the World AIDS Day with UN partners which strengthened the "One UN" approach. The close collaborations and relations built with Field Offices have enabled the programme to continue working in a dynamic way.

## 7. BUDGET (US\$)

7.1 Approved 150'000

7.2 Revised 150'000

7.3 Obligated as of 30.10.09: **136'731**

## REPORT 2009

<b>1. Title</b>	<b>Technical co-operation projects/Assistance to Member States</b>
<b>2. Responsible Officer</b>	Dakmara GEORGESCU
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The programme aims to provide customised support to national governments (i.e. Ministries of Education and curriculum agencies), based on their request, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is put on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD).</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>5.1.1 Enhanced capacities for Learning for Life and Work/LfLW and Learning to Live Together through revised curricula and textbook in selected countries based on integrating cross-cutting issues and competency-based approaches</b> (i.e. <i>Vietnam</i>: Revising primary textbooks from a gender perspective in the context of the UN joint programme); support to UNICEF project: “Review of the Kosovo* Primary and Secondary Curriculum Framework”; <i>Angola</i>: Integrating cross-cutting dimensions in the secondary curriculum: i.e. gender equality, ESD, intercultural education; human rights and citizenship education (in the context of the “CapEFA” programme);</p> <p>*This technical assistance was carried out in accordance with UN Security Council Resolution 1244, in coordination with United Nations Interim Administration Mission in Kosovo (UNMIK) and after an internal UNESCO approval process.</p> <p><b>5.1.2 Curriculum cultures privileging quality, equity, sustainability and accountability</b> (i.e. <i>Pakistan</i>: Intense training on curriculum implementation models, effective practices – including monitoring and evaluation - and the usage of outcomes for curriculum review; <b>usage of customised capacity development tools developed collaboratively</b> (i.e. <i>Toolkit</i> for competency development and LTLT for sub-Saharan African countries; <i>Study</i> on preparation for life and work in sub-Saharan African countries; comprehensive <i>questionnaire</i> on history teaching in Africa in the context of the programme General History of Africa/GHA);</p> <p><b>5.1.3 Enhanced quality of teaching and learning in emergencies</b> (i.e. collaboration with the Inter-agency Network for Education in Emergencies/INEE for developing <i>General Notes on Quality Teaching and Learning in Emergencies</i> with focus on curriculum aspects);</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p><b>5.2.1 Vietnam:</b> Guidelines developed collaboratively and used by Ministry of Education and Training / MOET Technical Team (25 specialists) for primary textbook analysis from a gender perspectives and a Report on findings, including Recommendations to MOET for primary textbook review shared publicly with stakeholders and endorsed by MOET; <b>UNICEF:</b> Several draft versions of the revised Curriculum Framework (CF); CF discussed publicly and amended based on feedback from more than 200 stakeholder representatives as a basis for a final and official version of the CF to be implemented starting with 2010/2011; <b>Angola:</b> Initial agreements among stakeholders on a work plan for project implementation in 2010.</p> <p>Comments on <b>Target(s)</b> and <b>Baseline(s)</b>: <b>Vietnam:</b> While textbook analysis from a gender perspective was attempted in different occasions, this is the first time when such an analysis is carried out based on comprehensive and rigorous methodologies shared by education agents and stakeholders. It is also the first time customised Guidelines for textbook analysis were issued, as well as a Report including recommendations for textbook review from a gender perspective publicly shared and endorsed by MOET. In 2010, the Vietnam project will continue with an emphasis on integrating gender issues and promoting gender equality in in-service teacher training courses.</p>	

**5.2.2 Pakistan:** National curriculum implementation Strategy developed by ten education/curriculum specialists intensively trained by the IBE and endorsed by MOET to be put in place in 2010.

Comments on **Target(s)** and **Baseline(s)**: **Pakistan** is now in a process of implementing a revised primary and secondary curriculum, however, in the absence of a national Curriculum Framework and consensual quality criteria. There is hence a need for establishing such nation-wide relevant curriculum guidance and quality criteria based on which sustained processes of monitoring, evaluation and curriculum revision can be envisaged.

**5.2.3** Overall agreed structure & outline of the *General Notes for Quality Teaching and Learning* and the Curriculum section discussed among stakeholders and taken into a third revision by early 2010. INEE developed the Minimum Standards for Education in Emergencies. The need to develop more in-depth guidelines with regard to quality teaching and learning in emergencies, focusing on curriculum aspects was identified.

### **5.3. Achievements, Challenges and Lessons Learnt**

#### **Achievements**

- Cooperation agreements based on extra-budgetary funding with UNESCO Hanoi Office (Vietnam); UNICEF; UNESCO Office Windhoek (Angola); GTZ (Pakistan); INEE (General Notes for quality teaching and learning in emergencies);
- Capacity development tools and resources developed cooperatively shared with, and applied by users, beneficiaries and stakeholders (Vietnam: Guidelines for textbook analysis from a gender perspectives and Report on findings including Recommendations for textbook review: GHA: questionnaire applied in African countries; UNICEF: several revised versions of the Curriculum Frameworks discussed with stakeholders; INEE draft General Notes on Quality Teaching and Learning);
- Enhanced synergies among stakeholders (i.e. Vietnam, Angola; technical teams and broader consultative groups) involving both stakeholders and beneficiaries;
- Identification and training of national curriculum leaders and reform agents (Vietnam, Angola and Pakistan).

#### **Challenges and lessons learnt**

- Owing to time and budgetary constraints, once approved, work plans are usually extremely demanding. Lesson learnt: more time should be invested in actual project execution and less in project planning and approval;
- One major challenge is constituted by the need to address capacity development issues while engaging in parallel in processes of project implementation requiring high-level skills and commitment. As many as possible stakeholders should be involved from the very beginning and their engagement should be maintained throughout the process;
- Another challenge is represented by the need to coordinate with many agencies and stakeholders in order to enhance synergies and outputs effectiveness for larger impact. Although time consuming, this approach nevertheless results in more effective strategies for project coordination, monitoring and evaluation.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

- The TA projects are carried out in selected developing countries that share some common features, such as the need to revise their curriculum and textbook with a view to reinforce the development of life-and-work-relevant competencies. Priority is given to post-conflict or conflict affected situations (like Angola, Pakistan and Vietnam).
- While countries usually dispose of curriculum institutions and trained personnel, there is a need to reinforce personal and institutional capacities to deal with the current complexity of curriculum planning, design and implementation and build on valuable national, regional and international experiences.
- There is also a need to emphasize the importance of integrating strong elements of monitoring and evaluation in all the project stages. Monitoring and evaluation are usually very weak or totally missing in national curriculum projects, and require more attention to reinforce quality, impact and sustainability.

## **6.2. Description and rationale behind the interventions, outputs and expected results**

- Several field missions, including national workshops with education/curriculum specialists to plan activities, conclude agreements, interact face-to-face in the process of developing materials;
- On-line interactions with technical groups and leaders in the process of developing curriculum strategies and materials in order to maintain contact with, and the strong commitment of the partners involved;
- Collaborative development of plans, training packages/capacity development tools (i.e. guidelines), reports and studies to enhance ownership and sustainability;
- Collaborative development of research instruments and strategies for data collection and interpretation to enhance ownership, relevance and reliability;
- Web posting on IBE and UNESCO websites to share and disseminate processes and outcomes;
- Development of flyers and other dissemination materials (i.e. IBE's contribution to PCPD situations) to enhance the public awareness of the projects and facilitate access to IBE resources.

## **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

### *Key partners:*

- Ministries of Education, and international agencies (GTZ; INEE; UNICEF)
- Curriculum agencies (i.e. Curriculum Councils; National Curriculum & Pedagogical Institutes)
- UNESCO Sectors (Education and Culture) and UNESCO Field Offices (Hanoi; Windhoek)

### *Beneficiaries:*

- National curriculum and textbook specialists that have worked cooperatively in developing curriculum strategies, as well as capacity development tools and resources
- Indirect beneficiaries (teachers, students, headmasters and communities at large)

## **7. BUDGET (US\$)**

7.1 Approved 285'000

7.2 Revised 283'901

7.3 Obligated as of 30.10.09: **198'273**



## REPORT 2009

<b>1. Title</b>	<b>“GigaPan: Diversity and Inclusion in the Community” Project</b>
<b>2. Responsible Officer</b>	Clementina Acedo, (Deputy: Christopher Strebel, Carolina Belalcazar)
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The main goal is to strengthen the capacities of teachers, schools and students to implement ICT-based activities within the curricula and thus creating more inclusion within the usage of ICTs in education. Another important goal is to strengthen curricula through exploring local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity through GigaPan based exchanges with children from different cultures.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Stronger integration of the technology within the school curriculum achieved and cross-cultural conversations with students increased across the globe through the expansion and sustainability of the GigaPan project.	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Performance indicators include the number of schools, international classroom projects, teachers and learners trained in the ICT and curricular GigaPan technology, and quality of the conversations (GigaPans panoramas taken, snapshots and comments), as well as surveys assessing the degree of sustainability of the project.	
<p>The original <b>baseline</b> of the project was 4 schools in three countries (South Africa, Trinidad and Tobago and the United States). The idea was to begin to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals, in particular eliminating gender disparities and creating equitable access to learning and life-skills programmes.</p>	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
<ul style="list-style-type: none"> <li>• Thirteen schools, selected mainly in collaboration with UNESCO ASPnet, in 5 countries (Brazil, Indonesia, South Africa, Trinidad and Tobago and the United States), received training, equipment and capacity building in the curricular aspects of the GigaPan project. This exceeded the first target set (e.g. at least 10 schools in 4 countries). In all cases, an assessment of the schools was carried out prior to training as well as a determination of methodology and an exploration of how the schools could most effectively contribute and complement the project. Over 350 students and 75 teachers were trained in the technology and classroom projects. The Mayor of Pittsburgh decreed a city wide GigaPan day for UNESCO IBE and Carnegie Mellon University (CMU) “for developing and innovative approach to connecting the world’s children”;</li> <li>• Additional achievements have been: (i) the GigaPan project was selected as a best practice in Education for Sustainable Development by a UNESCO ASPnet publication; (ii) local art galleries displayed the students work and dialogue with their peers around the globe as an empowerment tool, sharing student’s work on a cultural, scientific and educational level to the local community (e.g. Johannesburg, Pittsburgh);</li> <li>• Children appear to rapidly assimilate the new technology and many obstacles to learning and understanding the technology are rapidly overcome. Initial student evaluations indicate that students feel more confident using the new technology and its integration in curriculum practices after using the GigaPan and feel comfortable conversing with peers and even introducing new students to the project. These are encouraging signs for the project sustainability. The primary challenge encountered was to determine the most effective way to integrate the technology into classroom projects while at the same time coordinating to dialogue with other schools;</li> <li>• School classroom project guidelines produced and used in training;</li> <li>• Research outcomes article being presented at an international Conference in Lausanne</li> </ul>	

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed**

While many educational ICT resources exist, relatively little has been done to examine best practices in effectively using these technologies within the classroom. There are also questions of how best to impart ICT capacities on students in areas where computers have only recently been introduced. Far too often the hardware is donated to a school where there are insufficient capacities to integrate the ICTs into the curriculum, making it difficult to create a sustainable programme.

The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other and enhance multicultural understanding. Through this project, by developing key aspects of the curriculum, children are expected to learn about the world and teach their peers by sharing heritage (community and historical events) through classroom projects, thereby creating their own community and developing a deeper understanding, consideration and respect for others, their beliefs and values. This dynamic interactive learning aims to strengthen the themes of Learning to Live Together and Inclusive Education.

The GigaPan project is in line with and contributes to MLA 2, Expected Result 6 “Secondary education systems renewed, in particular through curriculum reform and improved learning assessment of students.” The project tests an innovative ICT in education tool, the GigaPan, to later develop best practices of how such tools can contribute to the renewal of education systems, cultural connections and inclusive classroom practices. It also seeks to identify effective methods in integrating ICTs into curriculum, and thus helps strengthen national capacities to manage basic education. The project has a particular focus on linking students in various parts of the world with priority on reducing the digital educational information divide with Africa and the rest of the world and using ICTs while also becoming a platform to increase gender parity.

### **6.2. Description and rationale behind the interventions, and expected outputs**

This project, in continuing work with the existing schools, is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also result in an improvement of the projects ability to integrate into classroom activities as well as to become a sustainable project, expanding upon the students’ ability to explore local and international issues pertaining to inclusion and Learning To Live Together. Expected outputs for 2009 were: (1) at least 10 schools in at least 4 countries covered by the project, (2) assessment of new schools carried out to determining the appropriate methodology to include each school joining the project, (3) training selected students and teachers in the technology curriculum integration according to their level of ICT expertise, (4) interschool GigaPan conversations with an increase in the quality and regularity of the exchanges between the schools, (5) dissemination of project information via the IBE website, (6) research results disseminated in International meetings.

### **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Stakeholders and partners:*

- Project Partners: Carnegie Mellon University (CMU) and the UNESCO ASPnet.
- In the participating countries: Collaboration with Ministries of Education, UNESCO National Commissions, schools, universities, teachers, students and galleries show casing the schools work.

## **7. BUDGET (US\$)** See budgetary table, in Annex

7.1 *Approved* 70,000

7.2 *Revised* 70,000

7.3 *Obligated as of 30.10.09:* 37’671

## REPORT 2009

<b>1. Title</b>	<b>Knowledge Production and Management</b>
<b>2. Responsible Officer</b>	Massimo Amadio (Deputies: Christopher Strebel and Hanspeter Geisseler, IBE website; Ruth Creamer and Elizabeth Glauser, Documentation and information)
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The main objective is to support action in favour of quality EFA by compiling, systematizing and providing access to a range of specialized resources, materials and information on education systems, curricula and curriculum development processes. This knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p>Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p>Studies and analyses made available and published. IBE databases updated and enriched. IBE website regularly updated (number of visits to the site).</p>	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
<p>The CD-ROM containing the proceedings of the 48<sup>th</sup> session of the International Conference on Education (ICE) has been produced and widely disseminated. As part of the follow-up to the 48<sup>th</sup> ICE, a section on inclusive education has been created on the IBE website providing access to a wide range of resources, including policy briefs, guidelines, tools, reports, materials, and publications supporting policy makers, education administrators, teachers and community leaders in their efforts to address inequalities in education and create more inclusive learning environments. The IBE website has been regularly updated, and the online collaborative platform of the IBE Community of Practice (COP) in curriculum development further enhanced. The IBE database <i>Country Dossiers</i> (193 dossiers, including 95 countries with online access to curricular resources) has been updated and enriched. Alerting services and digests of online resources has been made available to the members of the IBE COP and other education specialists (38 alerts and 3 digests as of end of October 2009). The unique collection of the series of National Reports 1932-2004 has been organized into a Digital Library, also accessible through the database of UNESCO documents and publications (UNESDOC). The IBE online electronic catalogue (IBEDOCs) has been regularly updated and fully migrated into UNESDOC. Two issues of the series <i>Working Papers on Curriculum Issues</i> has been produced ('Complex knowledge and educational competencies' and 'Curriculum and inclusion in the Andean region of Latin America'). A content analysis of 129 messages from Ministers of Education (48<sup>th</sup> ICE session) has been produced and shared with the team of the Global Monitoring Report on EFA. An exploratory analysis of 2008 National Reports and other reports from a total of 31 Latin American countries has been produced (<i>Inclusive education in Latin America and the Caribbean</i>), also as a contribution to the regional workshop jointly organized by the UNESCO Regional Bureau for Education (OREALC), IBE and HQs ("Implementing Inclusive Education Policies in Latin America", Santiago de Chile, 18-20 November). The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), has been supported through participation in the ISCED Technical Advisory Panel (TAP) and a contribution to the draft proposal on basic education in the framework of the revised ISCED. The IBE is also hosting the third ISCED TAP meeting (Geneva, 3-4 December). Finally, information on curricula and instructional time has been provided as a contribution to the intersectoral World Report on Cultural Diversity (<i>Investing in cultural diversity and intercultural dialogue</i>, launched on 20 October 2009).</p>	
<p>Publications: Seven issues of <b>Prospects</b> were published, including one issue translated into Portuguese.</p>	

A very good collaboration scheme has been established with HQ colleagues, particularly in the framework of the process of migration of the IBE electronic catalogue into UNESDOC, the creation of the Digital Library of National Reports, as well as the integration of the IBE website into the UNESCO Portal. Statistics concerning visits to the IBE website during the year 2009 will be made available in January 2010.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of added value. One of the strategic objectives of the IBE Strategy 2008-2013 is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the UNESCO Knowledge Portal.

### **6.2. Description and rationale behind the interventions, outputs and expected results**

The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves: strengthening clearinghouse and information services, developing an online platform for increased knowledge sharing and collaborative action, streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding access to specialized resources and services, and it is also the backbone for IBE communication. The Knowledge Production and Management programme also provides support to all IBE programmes and projects, and provides documentation and information services both within and outside UNESCO.

Expected outputs for 2009 included:

The IBE website regularly updated, providing easy access to a range of resources and also contributing to the enrichment of the UNESCO Knowledge Portal. The online collaborative platform of the IBE COP in curriculum development further enhanced. IBE databases (*Country Dossiers*, *World Data on Education*) regularly updated and enriched. The CD-ROM containing the proceedings of the 48<sup>th</sup> session of the ICE produced and disseminated. Resources for the clearinghouse on inclusive education (as part of the follow-up to the 48<sup>th</sup> session of the ICE) collected, systematized and made available through the IBE website. The collection of curriculum materials further developed, including links to curriculum materials made available through the Internet. Alerting services and digests of online resources regularly made available to the members of the IBE COP and other education specialists. The series of National Reports progressively organized into a Digital Library. The online electronic catalogue (IBEDOCs) regularly updated and fully migrated into the database of UNESCO documents and publications (UNESDOC). Analyses/studies produced and made available, in particular through the series *Working Papers on Curriculum Issues*. The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), supported through participation in the ISCED Technical Advisory Panel.

### **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Direct and indirect beneficiaries:*

- The national teams for quality Education for All;
- The users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students),;
- The members of the IBE COP.

*Stakeholders implicated, partners:*

- Collaboration with Ministries of Education and researchers;
- Collaboration with UNESCO central services and field offices, as well as documentation centres.

## **7. BUDGET (US\$)**

7.1 Approved: 235,000

7.2 Revised: 235,000

7.3 Obligated as of 30.010.09: **211'391**

## REPORT 2009

<b>1. Title</b>	<b>Follow-up to the 48<sup>th</sup> International Conference on Education (ICE)</b>
<b>2. Responsible Officer</b>	Renato Opertti
<b>3. Starting and termination dates</b>	January-December 2009
<b>4. OVERALL GOAL</b>	
<p>The main objective of the IBE's contribution to the ICE follow-up is to support action in favour of quality EFA, noting that, "<i>a broadened concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education</i>", as well as "<i>UNESCO's leading role with regard to inclusive education.</i>" (48<sup>th</sup> ICE Outcomes).</p> <p>UNESCO-IBE aims at enhancing the capacities for the design, management and implementation of inclusive curriculum amongst decision-makers, specialists and practitioners, in line with the 48th ICE outcomes, which suggest, "<i>Promoting the exchange and dissemination of best practices; Providing, upon request, advice to countries on how they can develop and implement policies on inclusive education; Encouraging South-South and North-South-South cooperation for the promotion of inclusive education; Encouraging efforts to increase resources for education both at national and international levels. Making special efforts to assist the Least Developed Countries and countries affected by conflict in the implementation of the recommendations.</i>" (48<sup>th</sup> ICE Outcomes).</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Enhanced capacities for the design, management and implementation of inclusive curriculum amongst decision-makers, specialists and practitioners, in line with the 48th ICE outcomes.	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
No. of relevant activities implemented (conferences/workshops/online activities) by region and country; No. of requests for assistance in developing policy and curricula frameworks, guidelines and manuals received from policy-makers and curriculum developers; No. of policy and curricula frameworks, guidelines and manuals developed;	
Assessment Criteria: type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country); content and impact of activities (e.g. feedback from participants; concrete revisions of policy and curricular documents).	
Baseline: Collaboration and consensus already achieved (in particular with UNESCO Regional Offices and Ministries of Education) through preparatory meetings for the 48 <sup>th</sup> ICE, held in 2007 and 2008, as well as the 48 <sup>th</sup> ICE itself (25-28 November 2008, Geneva), as reflected in the 48 <sup>th</sup> ICE Outcomes.	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
As of 31 October 2009, some 26 48 <sup>th</sup> ICE follow-up activities focused on policy dialogue and capacity development planned, facilitated, implemented or participated in. These activities covered all UNESCO regions, involving over 1740 participants from 91 countries (see Annex for additional information).	
<b>Achievements</b>	
<ul style="list-style-type: none"> <li>• Wide dissemination of the ICE outcomes and the facilitation of policy dialogue in a large number of conferences and meetings have raised awareness about inclusive education policies and programmes at different educational levels, positioning inclusive education as a key strategy for achieving EFA at international and national levels and reinforcing "UNESCO's leading role with regard to inclusive education";</li> <li>• Capacity development workshops on IE have supported policy-makers, curriculum developers and teachers to implement inclusive educational reforms of policy and curricular frameworks, as well as in the classroom;</li> <li>• Materials related to the 48<sup>th</sup> ICE outcomes and inclusive education have been produced and disseminated</li> </ul>	

to share key information and research findings on the 48th ICE outcomes and on the implementation of inclusive education policies and curricula (e.g. Curriculum Resource Pack Module on Inclusive Education for the Latin American region; **Prospects** issue focusing on inclusive education);

- Requests have been received from UNESCO Field Offices (Beirut and Moscow) and national experts for future technical assistance in the elaboration of a toolkit to develop inclusive curricula in the Arab and CIS regions.

### **Challenges**

The main challenges have been to engage and mobilize key partners from inside and outside UNESCO to foster policy agendas on a broadened concept of inclusive education as a key principle to further attain EFA goals, as well as to effectively implement a multicultural and multilingual dialogue on Inclusive Education.

### **Lessons Learnt**

- The strong value added of UNESCO working as a whole in fostering inclusive education and by assuming a leadership role;
- The relevance of promoting in-depth policy dialogues on inclusive education issues as a required condition to promote and support curricular changes;
- The relevance of translating materials into the 6 UNESCO languages to improve accessibility;
- The adoption of different schemes of cooperation in and across the different UNESCO regions.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

One of the core activities of the IBE Working Plan 2009 aims at supporting the processes of curriculum change and management carried out by Member States. This working area is well aligned with the objectives of the document 35 C/5 focussed on building effective education system from early childhood to adult years. Moreover, this area strongly relates to the topic of inclusive education and the dissemination and implementation of the 48<sup>th</sup> ICE outcomes (see further above.) This builds upon collaboration and consensus already achieved in coordination with UNESCO Regional Offices and other partners through the preparatory meetings for the 48<sup>th</sup> session of the ICE, held in 2007 and 2008, as well as on the Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE.

### **6.2. Description and rationale behind the interventions, outputs and expected results**

#### **Description**

- Disseminating the 48<sup>th</sup> ICE outcomes amongst relevant partners and stakeholders;
- Positioning a broad agenda of inclusive education as a way to accelerate progress towards EFA goals;
- Promoting UNESCO's leading role with respect to inclusive education;
- Providing advice and support to countries on how they can develop and implement policies and curricula on inclusive education e.g. through guidelines, toolkits, curriculum development workshops;
- Encouraging South-South and North-South-South cooperation for the promotion of inclusive education, e.g. through the forging of partnerships and the establishment of joint plans of actions;

#### **Rationale**

Within the mandate of supporting Member States in the processes of curriculum change and management with regard to inclusive education, UNESCO-IBE aims to foster and contribute to the implementation of comprehensive inclusive education reform (from policy dialogue to classroom practices or more globally from vision to action).

#### **Outputs**

- Disseminated the 48<sup>th</sup> ICE outcomes, positioned a broad agenda of inclusive education as a way to accelerate progress towards EFA through facilitation and participation in conferences and meetings with a range of relevant partners and stakeholders across all UNESCO regions;
- Established UNESCO's leading role with respect to inclusive education through an extremely active follow-up of the 48<sup>th</sup> ICE;
- Relevant education stakeholders trained in curriculum development workshops across all UNESCO regions, which focused on or related to inclusive education;
- A range of materials relating to the 48<sup>th</sup> ICE outcomes and inclusive education produced/published/translated (e.g. 48<sup>th</sup> ICE video materials; Curriculum Resource Pack Module on Inclusive Education for the Latin American region; **Prospects** issue focusing on inclusive education)

and disseminated at ICE follow-up activities and online (e.g. through the up-dated website and a multilingual and moderated e-forum on inclusive curricula)

### Expected Results

- Awareness about inclusive education issues, about inclusive education as a way to accelerate progress towards EFA goals and about UNESCO's leading role with regard to inclusive education
- Development of inclusive education policies and curricula e.g. reflected in revised policy and curricular frameworks;
- Implementation of inclusive education policies and curricula, e.g. by trained stakeholders with support of guidelines, manuals and other materials.

### 6.3. Stakeholders: key partners and beneficiaries and their expected roles

#### *Primary stakeholders:*

- Policy-makers, educators, curriculum specialists and developers, and teacher trainers from all UNESCO regions, mainly those who are members of the COP.

#### *Partners:*

- UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of civil society, inter-governmental bodies, NGOs and donor organizations.

#### *Principal beneficiaries:*

- Institutions and individuals working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

### 7. BUDGET (US\$)

7.1 Approved 350'000

7.2 Revised 350'000

7.3 Obligated as of 30.10.09: **198'621**

## Annex: additional information on ICE follow up activities

### International

- ICE and Inclusive Education (IE) resources reproduced, translated into 6 UNESCO languages and made available online (e.g. two ICE videos, guidelines, toolkits);
- Publications and presentations on IE produced and disseminated, e.g.
  - "Defining an Inclusive Education Agenda: Reflections around the 48<sup>th</sup> session of the ICE" (to be published)
  - "Moving Forward: Inclusive Education as the core of Education for All" (published in the second issue of **Prospects** focusing on IE, disseminated at conferences and workshops)
  - "Inclusive education and inclusive curriculum: Moving the EFA agenda forward" (to be published in UNESCO APCEIU's magazine SangSaeng).
- Preparations for a joint publication with the UN Office for the High Commissioner for Human Rights on a module for the right to inclusive education;
- Organisation of a moderated and multilingual COP e-forum on inclusive education and inclusive curricula (26 October- 13 November 2009).

### Africa

- ICE Conclusions and Recommendations presented at a forum on quality education and teacher development, organised by the Ministry of Education, Science and Sports, the Program for Education Development of Equatorial Guinea (PRODEGE), and the Academy for Educational Development (AED), attended by 120 researchers and teachers, (Malabo, Equatorial Guinea, 28-29 April 2009);
- ICE outcomes presented at the BEAP Sub-regional Capacity Building Workshop for the piloting of the Worldwide Curriculum Resource Pack, attended by 60 participants, from 7 African countries, (Dar es Salaam, Tanzania, 24 June 2009).

## **Arab States**

- Co-organised the 48<sup>th</sup> ICE follow-up meeting for the Arab region, entitled “A Broadened Concept of Inclusive Education, Inclusive Class-room Based Practices, and Implications for Policy Making, Implementation and Follow-Up”, in collaboration with the UNESCO Beirut office, involving curriculum developers and policy makers from 14 Arab countries, (Beirut, 13-15 July 2009).

## **Asia**

- Sharing of the ICE outcomes at a Regional Workshop on the Thematic Issues in Education for Sustainable Development (ESD), jointly organized with UNESCO Offices Bangkok, Jakarta, Phnom Pen and Islamabad and the Thai National Commission for UNESCO, attended by 40 participants from teacher education institutes from more than 10 Asian countries, (Bangkok, Thailand, 1-5 June 2009).

## **Latin America and the Caribbean**

- Presentation of the 48<sup>th</sup> ICE outcomes to the Uruguayan National Parliamentary Commissions of Education and Culture, as well as at a public conference organised by the Faculty of Human Sciences of the Catholic University of Uruguay and the Faculty of Education of the University of Enterprise, attended by 9 deputies, 8 senators and 100 teachers/researchers, (Montevideo, Uruguay, 1-2 April 2009);
- Co-organisation and facilitation of UNESCO Animators Capacity Development workshops and public conferences, focusing on inclusive education, with the UNESCO San Sebastian Center, Ministry of Education of Ecuador, UNESCO National Commissions of Ecuador and Venezuela respectively, (Cuenca/Guayaquil/Quito, Ecuador, 13-15 May 2009); (Maracay, Venezuela, 9 April 2009).

## **Europe**

- Presentation of the ICE outcomes at the Congress of History of Education, “The long road towards an Inclusive Education”, organised by the State University of Navarra, Pamplona, (Spain, 29-30 June 2009);
- Presentation of the ICE outcomes at the World Conference on Higher Education, 130 high-level participants from all UNESCO regions, (Paris, France, 6-9 July 2009);
- Presentation of the ICE outcomes at a University seminar, organised by the summer Spanish-speaking section of the Henry-Dunant University College, (Geneva, Switzerland, 5 August 2009);
- Presentation of the ICE outcomes at the International Conference “Reaching the marginalized – How to approach Inclusive Education”, jointly organized by UNESCO HQ, UNESCO-IBE, GTZ and the German Sir Peter-Ustinov Foundation, (Düsseldorf, Germany, 10-11 September 2009);
- Co-Organisation of the 48<sup>th</sup> ICE follow-up meeting for the CIS region on “EFA, enhancement of quality education and curriculum development”, in cooperation with UNESCO Moscow Office, and Ministry of Education and Science of Armenia (MOES), (Yerevan, Armenia, 30 September-1 October 2009);
- Presentation of the ICE outcomes at the “Inclusive Education in Action” project meeting with the European Agency for Special Needs Education, (Dublin, Ireland, 1-3 October 2009);
- Participation in a symposium on “Teacher Education for Inclusive Education”, organised by the University of Aberdeen’s School of Education, (Aberdeen, U.K., 18-20 October 2009);
- Presentation of the ICE outcomes at the Global Conference on Inclusive Education in Salamanca, jointly organized by Inclusion Europe and the University of Salamanca, with support from the Government of Spain, (Salamanca, Spain, 21-23 October 2009);
- Worldwide and multilingual COP e-forum on inclusive education and inclusive curricula, which was facilitated by Finnish experts for its moderation and the preparation of a discussion paper, within the cooperation agreement signed between the Finnish National Board (Regional Focal Point) and IBE, (26 October–11 November 2009).



<b>REPORT 2009</b>	
<b>1. Title</b>	<b>Functioning of the IBE Council</b>
<b>2. Responsible Officer</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	Annual session in January, meeting of the Steering Committee usually around summer
<b>4. OVERALL GOAL</b>	
<p>Within the framework of Resolution 34 C/Res.4 (para. 1.), the Council, in conformity with the Statutes of the Bureau, provides advice and guidance for the IBE programs, ensuring that they are in line with UNESCO's strategic objectives and the priorities of Major Programme I; verifies budget execution and audited accounts; and assists in funds mobilization efforts.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
The statutory functions of the Council are fulfilled and the objectives established by the Resolution 34 C/Res.4 achieved.	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Level of attendance of the Council's sessions by delegations of Member States; level of their satisfaction for the preparations, the actual debates and deliberations, as well as for the necessary follow-up actions.	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
The sessions of the Council and its Steering Committee are unique opportunities for the members of the governing body to engage more substantively in the IBE priority programs, and to gain a better understanding of the IBE comparative advantages and its role within the 34 C/5. It is very important to ensure continuous contacts and dialogue with Member States in between sessions on key issues.	
<b>6. IMPLEMENTATION STRATEGY</b>	
<b>6.1. Context</b>	
As reflected in paragraph 1 of the General Conference Resolution 34 C/es.4, the General Conference: <i>...requests the IBE Council, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:</i>	
<ul style="list-style-type: none"> <li><i>(a) to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;</i></li> <li><i>(b) to consolidate and develop the IBE's programmes and projects</i></li> <li><i>(c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission.</i></li> </ul>	
<b>6.2. Description and rationale behind the interventions, outputs and expected results</b>	
<ul style="list-style-type: none"> <li>• The 58<sup>th</sup> session of the Council was organized and held In January 2009, the necessary follow-up actions were carried out within the given deadlines, including the preparation of the Proceedings by March 2009. The 58<sup>th</sup> session was preceded by the two-day meeting of the Administrative Group.</li> <li>• The meeting of the Steering Committee was convened and held on 4 September 2009, and the necessary follow-up ensured, including the finalization of the document 35 C/18;</li> <li>• In autumn 2009 the 59<sup>th</sup> session of the Council to be held in January 2010 was convened and the preparations for it carried out, including invitation letters, reports and other documents.</li> </ul>	
<b>6.3. Stakeholders: key partners and beneficiaries and their expected roles</b>	
<ul style="list-style-type: none"> <li>• The twenty-eight members of the Council.</li> </ul>	
<b>7. BUDGET (US\$)</b>	
7.1 Approved 110'000	
7.2 Revised 110'000	
7.3 Obligated as of 31.10.09: 105'357	



### **III. BUDGETARY FIGURES**

**The following tables present the budgetary situation as at 31 December 2009.**



**INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL FINANCIAL STATEMENT I & II**  
**FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2009**

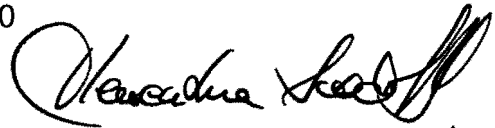
The pre final Financial Statement I et II and Schedule 1 as at 31st December 2009  
are :

Les Etats Financiers I et II et l' annexe 1 provisoires au 31 décembre 2009  
sont :

Clementina ACEDO MACHADO  
Director / Directrice  
International Bureau of Education / Bureau international de l'éducation

15.janv.10

---



**STATEMENT I**

**INTERNATIONAL BUREAU of EDUCATION (IBE)**  
**Pre final Statement of Income and Expenditure and changes**  
**in Reserves and Fund balances**  
**For the Financial Period 1st January to 31st december 2009**  
**(Expressed in US dollars)**

	<b>2'009</b>	<b>2'008</b>
<b><u>INCOME</u></b>		
Voluntary contributions	1'621'896	1'937'138
Revenue generating activities	1'595	697
Allocation from other funds	2'295'500	2'295'500
Income for services rendered	160'479	77'040
Investment income	42'671	85'634
Foreign Exchange gains NET	46'316	-31'767
Other	17'778	486
<b>TOTAL INCOME</b>	<b>4'186'235</b>	<b>4'364'729</b>
<b><u>EXPENDITURE</u></b>		
Total Expenditure	3'751'207	4'179'799
<b>TOTAL EXPENDITURE</b>	<b>3'751'207</b>	<b>4'179'799</b>
<b>Excess / (Shortfall) of Income over expenditure</b>	<b>435'028</b>	<b>184'930</b>
Savings on prior periods' obligations	13'652	39'836
Reserves and Fund balances, beginning of period	1'449'974	1'225'208
<b>RESERVES AND FUND BALANCES END OF PERIOD</b>	<b>1'898'654</b>	<b>1'449'974</b>



**SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE**  
**FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2009**  
(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE (EXPENDITURES / BUD.REVISED)
	Appropriation Approved by council	Ressources Secured	Transfers	Additional Funds	Balance year 2008 Carry forward	revised	Disbursements	Unliquidated Obligations	Total		
<b>I. PROGRAMME OPERATIONS</b>											
<b>Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE</b>	<b>892'000.00</b>	<b>722'000.00</b>	<b>0.00</b>	<b>199'079.35</b>	<b>27'508.59</b>	<b>948'587.94</b>	<b>505'037.34</b>	<b>43'874.14</b>	<b>548'911.48</b>	<b>399'676.46</b>	<b>57.87%</b>
Community of Practice for Curriculum Development	280'000.00	280'000.00				280'000.00	214'815.72	32'153.48	246'969.20	33'030.80	88.20%
Technical advice, support and training to member states	285'000.00	185'000.00				185'000.00	122'480.88	7'888.24	130'369.12	54'630.88	70.47%
GIGAPAN	70'000.00			70'000.00		70'000.00	33'685.77	3'792.42	37'478.19	32'521.81	53.54%
South South / Africa Cooperation	257'000.00	257'000.00				257'000.00			0.00	257'000.00	0.00%
CEDEFOP : Curriculum innovation and reform: policies and practices				1'734.00		1'734.00	1'733.96		1'733.96	0.04	100.00%
GTZ 81098715					12'918.59	12'918.59	12'918.59		12'918.59	0.00	100.00%
GUINEA EQUATORIAL				2'290.00		2'290.00	2'289.95		2'289.95	0.05	100.00%
GULBENKIAN Foundation				13'394.23		13'394.23	13'394.23		13'394.23	0.00	100.00%
GUYANA1 : Ministère de l'Education de Guyane				5'950.00		5'950.00	5'950.00		5'950.00	0.00	100.00%
INEE : Teaching and Learning Initiative 2009				4'000.00		4'000.00	4'000.00		4'000.00	0.00	100.00%
UNICEF01 : SUPPORT MEST FOR REVIEW OF THE CURRICULUM FRAMEWORK				9'266.00		9'266.00	9'266.00		9'266.00	0.00	100.00%
UNICEF 02 : REVIEW OF THE KOSOVO CURRICULUM FRAMEWORK				89'635.50		89'635.50	81'794.02	40.00	81'834.02	7'801.48	91.30%
SAN SEBASTIAN2 : Centro Unesco de San Sebastian				2'809.62		2'809.62	2'708.22		2'708.22	101.40	96.39%
IRAK HANDBOOK : Year 2005					14'590.00	14'590.00			0.00	14'590.00	0.00%
<b>Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT</b>	<b>378'369.00</b>	<b>378'369.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>378'369.00</b>	<b>264'556.53</b>	<b>76'706.46</b>	<b>341'262.99</b>	<b>37'106.01</b>	<b>90.19%</b>
Resource Bank	65'000.00	65'000.00				65'000.00	38'015.67	21'545.93	59'561.60	5'438.40	91.63%
Documentation	50'000.00	50'000.00				50'000.00	37'151.15	3'277.14	40'428.29	9'571.71	80.86%
Observatory of educational trends	65'000.00	65'000.00				65'000.00	34'662.29	29'403.30	64'065.59	934.41	98.56%
Development of IBE web site	55'000.00	55'000.00				55'000.00	50'357.29	1'623.79	51'981.08	3'018.92	94.51%
Publications	143'369.00	143'369.00				143'369.00	104'370.13	20'856.30	125'226.43	18'142.57	87.35%
<b>Line 3: POLICY DIALOGUE</b>	<b>450'000.00</b>	<b>450'000.00</b>	<b>0.00</b>	<b>6'635.07</b>	<b>18'595.25</b>	<b>475'230.32</b>	<b>266'699.10</b>	<b>49'054.27</b>	<b>315'753.37</b>	<b>159'476.95</b>	<b>66.44%</b>
48th ICE follow up	350'000.00	350'000.00				350'000.00	181'919.71	43'858.22	225'777.93	124'222.07	64.51%
Policy Dialogue	100'000.00	100'000.00				100'000.00	59'638.11	5'196.05	64'834.16	35'165.84	64.83%
ICE_SUISSE_1 : Secretariat d'Etat à l'education et à la Recherche					1'500.00	1'500.00	1'500.00		1'500.00	0.00	100.00%
ICE_SUISSE_3 : DDC - Division Dév. Social				6'635.07	4'887.60	11'522.67	11'522.67		11'522.67	0.00	100.00%
ICE_SPAIN1 : Ministère de l'Education du Royaume d'Espagne					89.04	89.04			0.00	89.04	0.00%
ICE_UNICEF1 : UNICEF					2'515.58	2'515.58	2'515.58		2'515.58	0.00	100.00%
ICE_INDIA : République de l'Inde					9'603.03	9'603.03	9'603.03		9'603.03	0.00	100.00%
<b>TOTAL I : PROGRAMME ACTIVITIES</b>	<b>1'720'369.00</b>	<b>1'550'369.00</b>	<b>0.00</b>	<b>205'714.42</b>	<b>46'103.84</b>	<b>1'802'187.26</b>	<b>1'036'292.97</b>	<b>169'634.87</b>	<b>1'205'927.84</b>	<b>596'259.42</b>	<b>66.91%</b>
<b>II. IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.</b>											
Line 1 : 58th session/Steering Committee	110'000.00	110'000.00	15'000.00			125'000.00	111'771.01	12'477.95	124'248.96	751.04	99.40%
Line 2 : General Administration	290'000.00	290'000.00				290'000.00	167'507.93	119'941.79	287'449.72	2'550.28	99.12%
Line 3 : Institutional development	160'000.00	160'000.00	-15'000.00			145'000.00	98'171.67	13'559.32	111'730.99	33'269.01	77.06%
<b>TOTAL II : IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>	<b>560'000.00</b>	<b>560'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>560'000.00</b>	<b>377'450.61</b>	<b>145'979.06</b>	<b>523'429.67</b>	<b>36'570.33</b>	<b>93.47%</b>
<b>TOTAL I + II</b>	<b>2'280'369.00</b>	<b>2'110'369.00</b>	<b>0.00</b>	<b>205'714.42</b>	<b>46'103.84</b>	<b>2'362'187.26</b>	<b>1'413'743.58</b>	<b>315'613.93</b>	<b>1'729'357.51</b>	<b>632'829.75</b>	<b>73.21%</b>
<b>III. IBE Staff Costs</b>											
<b>TOTAL III : IBE STAFF COSTS</b>	<b>2'237'000.00</b>	<b>2'237'000.00</b>				<b>2'242'271.60</b>	<b>2'057'158.34</b>	<b>49'450.55</b>	<b>2'106'608.89</b>	<b>135'662.71</b>	<b>93.95%</b>
<b>TOTAL EXPENDITURE : I + II + III</b>	<b>4'517'369.00</b>	<b>4'347'369.00</b>	<b>0.00</b>	<b>205'714.42</b>	<b>46'103.84</b>	<b>4'604'458.86</b>	<b>3'470'901.92</b>	<b>365'064.48</b>	<b>3'835'966.40</b>	<b>768'492.46</b>	<b>83.31%</b>

OUTSTANDING : GUYANA 1 : Year 2008 : 4'250 USD  
OUTSTANDING : ABEGS II : Year 2003 : 58'000 USD  
OUTSTANDING : GTZ Year 2009 : 35'146 USD



**QUINCUAGÉSIMA NOVENA REUNIÓN DEL  
CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN**

Ginebra, 27 a 29 de enero de 2010

**PROYECTO DEL PROGRAMA DE ACTIVIDADES Y PRESUPUESTO  
DE LA OFICINA INTERNACIONAL DE EDUCACIÓN PARA EL AÑO 2010**

**7.1**



## I. MARCO GENERAL DE LA PROGRAMACIÓN

1. Este documento tiene como objetivo poner de relieve los programas e iniciativas que la OIE, en su calidad de instituto especializado en los contenidos, los métodos, las políticas y los procesos de diseño curricular, se propone llevar a cabo en 2010.
2. El año 2010 será sin duda un año lleno de retos. El panorama mundial de desarrollo está evolucionando de manera drástica en algunos casos, impulsado por los efectos de la crisis financiera y económica. De cara al futuro, la OIE prevé continuar con su intenso trabajo, además de racionalizar los programas y tratar de forjar alianzas y movilizar recursos de forma proactiva.
3. Las orientaciones estratégicas que anteriormente **guiaron** los programas de la OIE se precisarán más en 2010. Se prestará mayor atención a la programación, en total conformidad con el 35 C/5, dándole una mayor visibilidad y destacando claramente las contribuciones clave del Instituto hacia el logro de los resultados previstos del Gran Programa I. Se hará especial hincapié en las dos prioridades mundiales de África y de la igualdad de género, así como en la formulación de intervenciones orientadas al logro de resultados sobre la base de las ventajas comparativas de la OIE. Se forjarán sólidas asociaciones con interlocutores clave prestando especial atención a las Oficinas fuera de la Sede de la UNESCO. Asimismo, se promoverá intensamente la colaboración Sur-Sur como plataforma de intercambio de conocimientos y experiencias y de diálogo político. La participación de la OIE en situaciones de posguerra podría ampliarse como resultado de una mayor participación en los programas prioritarios de la plataforma intersectorial de la Educación en situaciones posteriores a conflictos y desastres, así como de las negociaciones que se están llevando a cabo con el UNICEF. Estas negociaciones tienen por fin el desarrollo de planes de estudio de orientación y apoyo a la educación en respuesta a situaciones de emergencia y transición
4. Se están mejorando las sinergias con la Sede de la UNESCO mediante periódicas consultas e iniciativas conjuntas. Ejemplo de ello es la actividad que se celebrará el 3 de febrero de 2010 en Berna, para presentar oficialmente el Informe de Seguimiento de la EPT en el Mundo 2010 en Suiza y un foro titulado “¿Llegar y Enseñar a los Marginados? Ambas actividades son organizadas conjuntamente por la OIE, la Agencia Suiza para el Desarrollo y la Cooperación (COSUDE) y el *Réseau Suisse de partenaires pour l'Éducation*, [Red suiza de colaboradores para la educación] en estrecha coordinación con el equipo del Informe de Seguimiento de la EPT en el Mundo.
5. Se espera finalizar durante el transcurso del año el proyecto de Estrategia para que la OIE pase a ser el Centro de Excelencia de la UNESCO en materia de currículo. Para ello se cuenta con la creación de un grupo de trabajo y con la orientación y las aportaciones intelectuales de los Estados Miembros del Consejo y de expertos. Esto dará como resultado una visión común que orientará y guiará los programas de la OIE en el futuro.
6. El marco de programación está claramente formulado en la Estrategia de la OIE para 2008-2013, y más concretamente para el bienio 2010-2011, mediante la Resolución 35 C/4. Con el objetivo de facilitar la lectura del informe, se han indicado los principios estratégicos clave de la Estrategia de la OIE para 2008-2013, junto con los resultados específicos previstos y los indicadores de rendimiento, tal como figuran en la Resolución 35 C/4 ( véase el siguiente recuadro) para cada una de las tres esferas principales de acción de la OIE, a saber:
  - a) *Fortalecimiento de las capacidades y asistencia técnica*, para mejorar las capacidades de elaboración, gestión y aplicación de los procesos de diseño curricular de los especialistas, los profesionales y los responsables;

- b) *Producción y gestión de conocimientos*, para mejorar la calidad de los procesos y productos de desarrollo curricular;
- c) *Diálogo Político*, para fundamentar las políticas y prácticas innovadoras en el campo de la reforma y el cambio curriculares.

7. También se han realizado esfuerzos por seguir armonizando la planificación anual de la OIE con el ciclo de planificación de dos años de la UNESCO (35 C/5), a fin de indicar claramente cómo contribuirá la OIE al logro de los resultados esperados del Gran Programa I en el curso del bienio y de supervisar su avance. A estos efectos se incluyeron los elementos de programación clave para 2010 y 2011 (objetivo general, resultados esperados y estrategia de aplicación) en las fichas descriptivas que contienen información más detallada y específica de los programas. El formato de las fichas descriptivas, de acuerdo a la gestión basada en los resultados, también comprende otros elementos específicos de cada año (resultados y presupuesto).

8. De conformidad con la práctica establecida, se adjuntan a este informe las fichas descriptivas.

***Resolución aprobada por la 35ª reunión de la Conferencia General***

*La Conferencia General,*

***Tomando nota*** del informe de la Oficina Internacional de Educación de la UNESCO (OIE) sobre el bienio 2008-2009,

***Reconociendo*** la importancia de conservar la autonomía funcional de la Oficina para garantizar que pueda prestar servicios a los Estados Miembros de modo flexible y plenamente eficaz,

1. ***Recalca*** y valora la importante contribución aportada por la OIE a la consecución de los objetivos estratégicos pertinentes y las prioridades del Gran Programa I, especialmente con respecto a la creación de capacidades y la investigación, en el ámbito principal de la ***elaboración de planes y programas de estudios***, mediante:

(i) el desarrollo de las capacidades y la prestación de asistencia técnica a los especialistas en planes y programas de estudios de los Estados Miembros en la esfera de los contenidos, los métodos, las políticas y los procesos de elaboración de los planes y programas de estudios;

(ii) la contribución a la promoción y renovación del diálogo internacional sobre políticas de educación y formulación de planes y programas de estudios, en particular por conducto de la elaboración de conocimientos sobre los sistemas educativos, los planes y programas de estudios existentes, los procesos de formulación de éstos, las prácticas ejemplares y las innovaciones, así como a través de medidas complementarias para favorecer la aplicación de las recomendaciones de la 48ª reunión de la Conferencia Internacional de Educación de la UNESCO sobre el tema: “Educación para la inclusión: el camino hacia el futuro”;

2. ***Pide*** al Consejo de la OIE que, de conformidad con los Estatutos de la Oficina y la presente resolución, al aprobar el presupuesto de la Oficina para 2010-2011, tengan presente la necesidad de:

(a) velar por que los objetivos y actividades de la OIE correspondan a los objetivos estratégicos de la UNESCO y a las prioridades y ejes de acción del Gran Programa I;

(b) consolidar y reforzar los programas y proyectos de la OIE con objeto de contribuir al logro de los resultados esperados del Gran Programa I que se enumeran en el párrafo 6 infra;

(c) seguir colaborando con el Director General a fin de movilizar los recursos humanos y financieros necesarios para que la OIE pueda cumplir su cometido;

3. **Autoriza** al Director General a prestar apoyo a la OIE concediéndole una asignación financiera con cargo al Gran Programa I por un importe total de 4.800.000 dólares estadounidenses;

4. **Expresa su reconocimiento** a las autoridades suizas, los Estados Miembros y otras entidades e instituciones que han contribuido intelectual o financieramente a las actividades de la OIE, y los **invita** a seguir prestando ese apoyo en 2010-2011 y años sucesivos;

5. **Hace un llamamiento** a los Estados Miembros de la UNESCO, las organizaciones internacionales gubernamentales y no gubernamentales, los organismos donantes, las fundaciones y el sector privado para que contribuyan financieramente y por otros medios apropiados a una ejecución eficaz de las actividades de la Oficina al servicio de los Estados Miembros, de acuerdo con sus cometidos respectivos, las prioridades del Gran Programa I y los objetivos estratégicos de la UNESCO para 2008-2013;

6. **Pide** al Director General que en los documentos reglamentarios informe periódicamente a los órganos rectores sobre la contribución de la OIE a la consecución de los siguientes resultados esperados del Gran Programa I:

- *Aumento de las capacidades nacionales de planeamiento, puesta en práctica y gestión de la educación básica, principalmente en África (Eje de acción 2 – Resultado esperado 5);*
- *Renovación de los sistemas de enseñanza secundaria, en particular mediante la reforma de los planes y programas de estudios y la mejora de la evaluación del aprendizaje de los alumnos (Eje de acción 2 – Resultado esperado 6);*
- *Fortalecimiento de las capacidades nacionales de preparación, aplicación y gestión de planes sectoriales de educación y políticas integradoras, especialmente en situaciones posteriores a conflictos y catástrofes (Eje de acción 3 – Resultado esperado 8);*
- *Seguimiento de los avances de la EPT en el plano mundial y regional y determinación de las tendencias en la educación mediante la investigación aplicada y la publicación de estudios e informes como el Informe de Seguimiento de la EPT en el Mundo (Eje de acción 4 – Resultado esperado 12).*

#### **Introducción general (35 C/5, para. 01104 y 01105)**

Los planes y programas de estudios son un componente esencial de cualquier proceso educativo. Las autoridades nacionales de educación de todo el mundo intensifican sus esfuerzos para mejorar la calidad de los resultados del aprendizaje mediante reformas de los planes y programas de estudios. La OIE contribuye al logro de una EPT de calidad mediante la promoción de la formulación de planes y programas de estudios de calidad. Con este fin, crea redes que permiten compartir conocimientos y fortalecer las capacidades nacionales para la formulación de planes y programas de estudios y su reforma. Tiene por objetivo introducir métodos innovadores de elaboración y puesta en práctica de planes y programas de estudios, mejorar las competencias prácticas y propiciar el diálogo internacional sobre políticas y prácticas pedagógicas.

En 2010-2011, la OIE: aumentará las capacidades de los especialistas, profesionales y decisores nacionales del sector de la educación para la concepción, gestión y puesta en práctica de los procesos de formulación de planes y programas de estudios; producirá conocimientos sobre dichos procesos y los correspondientes contenidos; y orientará la elaboración de políticas y prácticas innovadoras en materia de reforma y el cambio de los planes y programas de estudios, incluso mediante la aplicación de las recomendaciones de la 48ª reunión de la Conferencia Internacional de Educación.

## II. PROYECTO DE PROGRAMA DE ACTIVIDADES PARA EL AÑO 2010

### II.1 FORTALECIMIENTO DE LAS CAPACIDADES Y ASISTENCIA TÉCNICA

#### **Objetivos estratégicos (Estrategia de la OIE 2008–2013)**

El objetivo estratégico es contribuir al desarrollo de las capacidades de los especialistas, los profesionales y los decisores, en el diseño, gestión e implementación de procesos de desarrollo curricular de calidad y de currículos inclusivos. La OIE trabajará para:

- **Consolidar la red mundial de especialistas en diseño curricular** a fin de facilitar el desarrollo de orientaciones y marcos conceptuales para una educación básica de calidad y una acción colectiva y sostenible en el ámbito de la reforma curricular en los ámbitos locales, regionales e interregionales;
- **Apoyar a los países** que llevan a cabo procesos innovadores y eficaces de cambio y evaluación curricular;
- **Desarrollar, probar y estimular** la utilización eficaz de un conjunto de materiales y herramientas de formación para procesos innovadores de cambio e implementación curricular;
- **Ampliar y diversificar** las modalidades de formación en material de desarrollo curricular, mediante la colaboración con instituciones académicas relevantes de diferentes regiones;
- **Proporcionar apoyo profesional y asesoramiento** con el fin de contribuir a mejorar los procesos y productos de diseño curricular, mediante enfoques participativos y orientados a la acción y las colaboraciones eficaces con los actores involucrados.

#### **Resultados esperados al final del bienio 2010-2011 (35 C/5, para. 01107)**

- Aumento de las capacidades nacionales de planeamiento, puesta en práctica y gestión de la educación básica, principalmente en África (Eje de acción 2 – Resultado esperado 5);

*Indicadores de resultado:*

- Número de personas e instituciones capacitadas en la concepción, formulación y reforma de los planes de estudio;
- Número de países que se benefician de una asistencia técnica específica en materia de concepción, formulación y reforma de los planes y programas de estudios

- **Renovación de los sistemas de enseñanza secundaria, en particular mediante la reforma de los planes y programas de estudios y la mejora de la evaluación del aprendizaje de los alumnos** (Eje de acción 2 – Resultado esperado 6)

*Indicadores de resultados:*

- Número de planes y programas de la comunidad de prácticas en el ámbito de la formulación de planes y programas de estudios;
- Número de países que se benefician de una asistencia técnica específica en materia de concepción, formulación y reforma de los planes y programas de estudios;
- Número y calidad de los materiales, recursos e instrumentos didácticos producidos y utilizados.

#### **Comunidad de prácticas en el ámbito del diseño curricular**

9. La Comunidad de prácticas en el ámbito del diseño curricular, con el objetivo de desarrollarse de forma constante en el plano mundial, así como contribuir al logro de las prioridades regionales, actuará en tres ámbitos de trabajo específicos y estrechamente vinculados.

10. En primer lugar, sacará partido de los logros de la red mundial de expertos y usuarios para ampliar su alcance en las actividades regionales, interregionales y extrarregionales, en una dimensión internacional comparativa. Si bien se basará en la cooperación Sur-Sur y Norte-Sur-Sur como modalidad de aplicación efectiva, apoyará también el cambio curricular mediante el fortalecimiento de las capacidades y el intercambio de buenas prácticas. Tendrá por objeto fomentar

la acción recíproca de los miembros mediante la organización, entre otras actividades, de foros virtuales sobre temas específicos.

11. Con respecto a la segunda esfera clave, los preparativos y las fases piloto (en Bhután, Tanzania y Uruguay) de los “*Materiales de formación para el Diseño Curricular*” (TTCD), éstos culminarán con la incorporación de las aportaciones de los interesados y de algunos toques finales. Estos materiales serán la base de un enfoque innovador en materia de fomento de las capacidades de desarrollo curricular que servirán de base para la creación paulatina de “centros de capacitación regional”. Se estudiará un proceso de acreditación con al menos dos universidades o instituciones de formación y se impartirán cursos conjuntos con colaboradores calificados, de manera que el proceso de fomento de la capacidad pueda llegar a institucionalizarse con un resultado óptimo.

12. En tercer lugar, se realizará una importante contribución a Prioridad África por medio del Programa de Educación Básica en África, que tiene como objetivo la ampliación de marcos curriculares inclusivos, orientados a potenciar las competencias, para un programa de nueve a diez años de educación básica. Se dará un apoyo más específico a cinco países, por lo menos, que ya participan en el programa, brindando apoyo a sus reformas curriculares mediante la evaluación de sus necesidades, asesoramiento técnico y formación. Se tomarán medidas, asimismo, para ampliar gradualmente el Programa de Educación Básica para África a nuevos países que ya han manifestado su interés en el programa.

13. Véase información más detallada en la ficha descriptiva No.1.

### **Proyectos de cooperación técnica y asistencia a los Estados Miembros**

14. El apoyo específico que durante los últimos años ha venido prestando la OIE a los gobiernos nacionales (es decir, ministerios de educación y organismos encargados de los planes de estudio) en materia de planificación, desarrollo y aplicación de currículos de calidad en la educación primaria y secundaria ha resultado ser un elemento fundamental de este enfoque más general del fortalecimiento de capacidades. La asistencia técnica prestada tiene por fin responder a las solicitudes concretas de los Estados Miembros, así como fomentar las capacidades nacionales para responder a nuevos desafíos y necesidades. El enfoque temático presta especial atención a potenciar las competencias en la preparación para la vida y el trabajo basados en los valores, principios y prácticas del concepto Aprender a Vivir Juntos, La Educación para el Desarrollo Sostenible y la igualdad de género. El programa, que se ocupa especialmente de las situaciones posteriores a los conflictos y los estados vulnerables, ha plasmado en ciertos casos, acuerdos a más largo plazo para intervenciones planificadas de uno o dos años, a la vez que responde a las demandas concretas. Todas estas actividades se financian totalmente con los recursos extrapresupuestarios.

15. En 2010, el programa finalizará las labores que se comenzaron durante el año anterior, a solicitud de las autoridades nacionales pertinentes y las Oficinas de la UNESCO fuera de la Sede, entre ellas, la revisión de currículos que integran y promueven las cuestiones transversales y la igualdad de género en Viet Nam y Angola. De esta forma se ampliará el proceso de examen en una serie de ámbitos afines, como la formación y perfeccionamiento profesional de los docentes y la gestión de la escuela y del aula. El programa también permitirá extender los contactos iniciales para realizar nuevas intervenciones, como por ejemplo en el Sur del Sudán en relación con la alfabetización, y concluir las negociaciones para consolidar el efecto en varias zonas geográficas.

16. En 2010 se editarán nuevos productos y herramientas basados en el conocimiento que recogerán las experiencias acumuladas durante los años anteriores, particularmente un manual para

especialistas en currículos sobre la forma de elaborar marcos curriculares y programas de estudio, así como un folleto sobre la contribución de la OIE al desarrollo curricular en el Iraq.

17. Véase información más detallada en la ficha descriptiva No.2.

### **Fortalecimiento de las capacidades y centro de intercambio de información en materia de educación en VIH/SIDA**

18. Este programa, reconocido como elemento central de la respuesta coordinada de la UNESCO en materia de VIH/SIDA, tiene como objetivo integrar de manera eficaz la educación en VIH/SIDA en los currículos oficiales por medio de las funciones combinadas de desarrollo de capacidades y del centro de intercambio de información. Se basa en sus ventajas comparativas para producir conocimientos y fortalecer las competencias particulares de los especialistas en diseño curricular con objeto de reforzar la aplicación de una educación ampliada e integral en materia de educación sobre VIH/SIDA en las escuelas, que tenga en cuenta las cuestiones de género y se adapte a las diferentes culturas.

19. Este programa cumplirá su función en 2010, al contribuir periódicamente con el Servicio de intercambio de información sobre VIH/SIDA y Educación de la UNESCO y desarrollar productos innovadores en materia de conocimientos: un CD-ROM multilingüe con valiosos recursos (herramientas para currículos y VIH, módulos, actividades interactivas, buenas prácticas para la enseñanza participativa, fichas descriptivas con información básica) y un nuevo documental sobre prácticas ejemplares para enfoques pedagógicos que contribuirá a mejorar las capacidades de los especialistas y docentes. Ofrecerá servicios de consulta para responder a las necesidades particulares de los usuarios, brindándoles apoyo para acceder al material obtenido y utilizarlo.

20. Se producirá, además, una versión mejorada del Manual para la integración de la educación en VIH/SIDA y actividades de formación interactivas que se pondrá a disposición de los interesados, también en línea. El programa aportará conocimientos técnicos, formará especialistas en materia de currículos y educación, al coorganizar seminarios multipaís sobre el fomento de las capacidades a solicitud de los Estados Miembros y de las Oficinas de la UNESCO fuera de la Sede, fomentar el intercambio de experiencias y ofrecer asistencia técnica particular y a distancia a los asociados, por ejemplo, sobre el uso autónomo de herramientas y módulos.

21. Asimismo, se ha realizado una contribución a la producción de conocimientos en una edición especial de la revista **Perspectivas** dedicada a la educación en VIH/SIDA a nivel internacional. Este número de la revista se publicará y dará a conocer en una Conferencia Internacional, a principios de 2010.

22. Véase información más detallada en la ficha descriptiva No.3.

### **"GigaPan": Diversidad e inclusión en la comunidad**

23. Por este proyecto innovador, concebido y desarrollado conjuntamente por la OIE y la Universidad de Carnegie Mellon (Pittsburgh, Estados Unidos) y en cooperación con la Red del proyecto de Escuelas Asociadas de la UNESCO (RedPEA), se ha creado una red de 14 escuelas en cinco países (Brasil, Estados Unidos, Indonesia, Sudáfrica y Trinidad y Tobago), y en esta fase piloto se han llevado a cabo actividades de formación y unos primeros intercambios internacionales,



con el objetivo de demostrar que las TIC (particularmente GigaPan) pueden integrarse a los currículos para promover el entendimiento intercultural.

24. Se alentó a las escuelas y comunidades a integrar y fortalecer la educación inclusiva y la gestión constructiva de la diversidad mediante actividades curriculares y extraescolares en el ámbito de las prácticas participativas y de consultas. Se proporcionó apoyo a estudiantes y docentes en el uso de las tecnologías modernas de información y de comunicación, por ejemplo, la iniciativa GigaPan e Internet. Una cámara robot permitió a los niños de las escuelas participantes realizar imágenes panorámicas de alta resolución, explorar el mundo que los rodea, y luego compartirlas mediante una plataforma en Internet diseñada con este fin.

25. El proyecto fortalecerá aún más las capacidades de docentes y alumnos para desarrollar actividades basadas en las TIC y enriquecer los programas escolares, así como promover un entorno escolar inclusivo. También tratará de ampliar su incidencia y alcance geográfico para atender zonas que aún no se han beneficiado del proyecto, en particular África y los Estados Árabes. Asimismo, elaborarán nuevos enfoques para aumentar el nivel de sostenibilidad creando centros de conocimientos regionales que atiendan a grupos de escuelas. Se promoverá, igualmente y sin reservas, el intercambio de buenas prácticas y la creación de redes por Internet entre alumnos.

26. Los resultados y la difusión de los conocimientos de este programa innovador, se darán a conocer en febrero de 2010 en la Conferencia Científica Internacional para el Desarrollo, que se celebrará en la *Ecole Polytechnique Fédérale de Lausanne* (EPFL).

27. Se está tratando activamente de obtener recursos extrapresupuestarios para desarrollar de forma considerable esta iniciativa.

28. Véase información más detallada en la ficha descriptiva No.4.

### **Aprendizaje para la vida y el trabajo en los países del África Subsahariana**

29. Este nuevo proyecto ha sido diseñado con el objetivo de potenciar los resultados positivos del programa *Innovaciones educativas, reducción de la pobreza y educación para la paz en el África Subsahariana*, que terminó a fines de 2009, así como de responder a la necesidad de contextualizar las actividades en el plano local. El proyecto pretende mejorar la preparación para la vida y el trabajo en la educación básica mediante el desarrollo curricular de calidad y su aplicación en el aula a fin de contribuir al alivio de la pobreza, a la cultura de la paz y el desarrollo sostenible.

30. Se trabajará intensamente y a más largo plazo con equipos nacionales ampliados en tres países del África Subsahariana seleccionados y se fomentará el fortalecimiento de capacidades para especialistas en currículos, formadores de docentes y docentes dedicados a la innovación, mediante la carpeta de recursos para el desarrollo de competencias y el aprendizaje de la convivencia. Asimismo, se invitará a los interesados a participar en la producción de herramientas para el fortalecimiento de capacidades que guarden relación con los contextos locales y las necesidades para los procesos de examen, elaboración y aplicación de currículos.

31. La aplicación del proyecto se hará de forma gradual, en función de la disponibilidad de fondos extrapresupuestarios adicionales que complementen los recursos básicos asignados a la OIE.

32. Véase información más detallada en la ficha descriptiva No.5.

## **II.2 PRODUCCIÓN Y GESTIÓN DEL CONOCIMIENTO**

### **Objetivos estratégicos (Estrategia de la OIE para 2008–2013)**

La OIE se ha fijado como objetivo estratégico consolidar, enriquecer y **ampliar aún más la base de conocimientos** y una variedad de **recursos** especializados de información sobre los currículos y los procesos de desarrollo curricular. La OIE se propone trabajar para:

- **Construir una base sólida de conocimientos**, que incluya recursos de información especializados y un conjunto de estudios y de análisis de tendencias sobre los currículos y los procesos de desarrollo curricular, al servicio de los investigadores, los formadores, los profesionales y los responsables de decisiones.
- **Fortalecer la función de centro de intercambio de información** (clearinghouse) y los servicios de información mediante bases de datos actualizadas, ampliadas y enriquecidas; el acceso ampliado a diversas colecciones, en particular las que se refieren a currículos; el aumento de los servicios de alerta y de los materiales puestos a disposición en versión electrónica..
- **Crear una plataforma en línea** para que se puedan compartir aún más los conocimientos en materia de desarrollo curricular, con el fin de apoyar la red mundial de investigadores y profesionales y, de manera más general, enriquecer el portal de conocimientos de la UNESCO.
- **Racionalizar los servicios y el acceso** a los materiales y recursos, mediante la colaboración con las instancias pertinentes de la UNESCO, así como con los asociados externos, para maximizar la eficacia y evitar en la medida de lo posible la duplicación de los esfuerzos..

### **Resultados esperados para el final del bienio 2010-2011 (35 C/5, para. 01107)**

- **Seguimiento de los avances de la EPT en el plano mundial y regional y determinación de las tendencias en la educación mediante la investigación aplicada y la publicación de estudios e informes como el Informe de Seguimiento de la EPT en el Mundo** (Eje de acción 4 – resultado esperado 12).

*Indicadores de resultados:*

- Mantenimiento, actualización y enriquecimiento de las bases de datos de la OIE (Datos mundiales de educación; Registros nacionales; Centro de intercambio de información sobre educación preventiva contra el VIH y el SIDA, etc.);
- Número de consultas de la página Web perfeccionada y actualizada que forma parte integrante del portal de la UNESCO;
- Investigaciones y estudios publicados y disponibles en el marco de los Informes de Seguimiento de la EPT en el Mundo.

### **Banco de recursos/Observatorio de tendencias**

33. El programa de producción y gestión de conocimientos, en el marco del objetivo estratégico de consolidar y seguir ampliando su base de conocimientos y la variedad de recursos en materia de sistemas educativos y desarrollo curricular, es uno de los recursos más valiosos de la OIE y una fuente de valor agregado. Presta apoyo a todos los programas de la OIE y brinda servicios de documentación y de información, tanto dentro como fuera de la UNESCO.

34. Se enriquecerá y actualizará de forma sistemática la base de datos *Dossiers por País*, así como toda una gama de recursos de información sobre los sistemas educativos y los currículos existentes. Se facilitará el acceso a análisis y estudios sobre el contenido educativo, los procesos de desarrollo curricular y otros productos, en particular mediante la serie *Documentos de trabajo de la OIE sobre el currículo*. Se realizará una contribución al Informe de Seguimiento de la EPT en el Mundo 2010/11 (siempre que se disponga de los recursos extrapresupuestarios necesarios). Se seguirá mejorando la plataforma de información basada en la Web, como elemento clave de su

función de centro de intercambio de información, y paulatinamente pasará a ser un centro de intercambio de información plenamente desarrollado, a condición de disponer de suficientes recursos extrapresupuestarios.

35. Los miembros de la Comunidad de Prácticas y otros especialistas podrán acceder al material de educación, servicios de alerta y repertorios de recursos en línea (incluidos informes, publicaciones, sitios Web y noticias). Se actualizará periódicamente el sitio Web de la OIE y se incorporará de manera gradual la nueva plantilla Web elaborada por la UNESCO.

36. Véase información más detallada en la ficha descriptiva No.6.

### **Investigación y Publicaciones**

37. El programa de trabajo para 2010 en lo que se refiere a la investigación y las publicaciones es bastante intenso. En cuanto a **Perspectivas**, la revista trimestral de la UNESCO sobre educación comparada, se están editando y finalizando dos números sobre *Policies and Practices of Holocaust Education: International perspectives* [Políticas y prácticas educativas sobre el holocausto: perspectivas internacionales] (respectivamente, Vol. 40, No. 1, en marzo de 2010, No. 153; y Vol. 40, No. 2 en junio de 2010, No. 154); *Education access in South Asia* [Acceso a la educación en el sur de Asia] (Vol. 40, No. 3 en septiembre de 2010, No. 155); y un número ordinario (Vol. 40, No. 4 en diciembre de 2010, No. 156). Se prepararán dos ediciones especiales más en el correr de 2010 en colaboración con la Universidad de Ginebra y la Universidad de Zurich.

38. También se publicará el estudio revisado *Preparation for life and work in sub-Saharan African countries* [Preparación para la vida y el trabajo en los países del África Subsahariana], que es resultado directo del proyecto conexo culminado en 2009 (publicado por primera vez por GTZ en 2008). Se han planificado, asimismo, dos folletos de la serie Prácticas educativas, así como el primer módulo del Manual Legislativo “*Article 24 of the Convention on the Rights of Persons with Disabilities: Achieving the Right to Inclusive Education*” [Artículo 24 de la Convención sobre los derechos de las personas con discapacidad: lograr el derecho a una educación inclusiva], que se está preparando conjuntamente con la Oficina del Alto Comisionado de las Naciones Unidas para los Derechos Humanos (ACNUDH) y el UNICEF. Se darán los toques finales al libro *Quality tensions in education reforms* [Tensiones sobre calidad en las reformas educativas] que publicará un editor externo.

39. Se procederá a un intercambio y examen de los resultados de las investigaciones y las publicaciones en conferencias internacionales, por ejemplo la Conferencia de la “Comparative International Education Society” (CIES), en marzo de 2010 y la Conferencia del Consejo Mundial de las Sociedades de Educación comparada (WCCES) en Estambul, en junio de 2010.

40. Se han planeado dos nuevos proyectos de investigación en cooperación con instituciones universitarias, el primero es un proyecto de acción e investigación que se está desarrollando junto con el nuevo programa africano en colaboración con la Universidad de Ginebra y otros institutos de investigación internacionales. El segundo proyecto de investigación se centrará en el VIH/SIDA, para el fomento de las capacidades de formación inicial y continua de docentes, en colaboración con la Universidad de Pittsburgh, la Universidad de California, la Universidad de Kyambogo (Uganda), ministerios de educación de África y el ONUSIDA. Se está tratando activamente de obtener financiación para estos proyectos.

## **II.3 DIÁLOGO POLÍTICO Y EDUCACIÓN INCLUSIVA**

### **Objetivos estratégicos (Estrategia de la OIE para 2008–2013)**

El objetivo estratégico consiste en **facilitar el diálogo político** a nivel local, regional y mundial con el fin de mejorar los procesos y productos de desarrollo curricular. La OIE trabajará para:

- **Contribuir a la creación** de mecanismos adecuados para **difundir las conclusiones** de la Conferencia de 2008 y apoyar actividades de seguimiento que tengan como objetivo temas y políticas educativas para la inclusión.

### **Resultados esperados para el final del bienio 2010-2011 (35 C/5, para. 01107)**

- **Fortalecimiento de las capacidades nacionales de preparación, aplicación y gestión de planes sectoriales de educación y políticas integradoras, especialmente en situaciones posteriores a conflictos y catástrofes** (Eje de acción 3 - Resultado esperado 8);

*Indicador de resultados:*

- Número de actividades realizadas como seguimiento de la 48ª reunión de la Conferencia Internacional de Educación en relación con la formulación de políticas educativas integradoras y número de países interesados.

### **Promoción del diálogo político en materia de educación inclusiva, marcos políticos y currículos.**

41. La OIE responderá plenamente al desafío de plasmar en resultados concretos el interés que se creó y el compromiso contraído en la 48ª reunión de la Conferencia Internacional de Educación en torno a un concepto ampliado de educación inclusiva como estrategia clave para la consecución de los objetivos de la Educación para Todos. Se tomará como base el extenso programa de seguimiento realizado por la OIE en 2009, que tuvo como resultado sensibilizar la opinión pública, crear consenso y fortalecer las alianzas con los interesados. Se logró asimismo determinar claramente las realizaciones, los desafíos y las prioridades regionales y subregionales.

42. El programa permitirá que los colaboradores participen en un diálogo político constante sobre el concepto ampliado de educación inclusiva, centrado en particular en su repercusión en el desarrollo curricular. Mediante una serie de actividades que se potencien mutuamente, apoyará el desarrollo de marcos curriculares y de política inclusiva con los interesados, brindará asesoramiento personalizado y preparará en colaboración herramientas de formación y enseñanza sensibles a los diferentes contextos nacionales y regionales.

43. El programa, sobre la base de los acuerdos iniciales celebrados, se ocupará en primer lugar de la región de los países de la Comunidad de Estados Independientes (CIS) haciendo especial hincapié en las herramientas de formación virtual, y de la región de los Estados Árabes para elaborar un Manual para la inclusión, pudiendo asimismo responder a las nuevas solicitudes que se prevean de otros países. Recurrirá a la Cooperación Sur-Sur y Norte-Sur-Sur como modalidad clave para enriquecer los debates políticos y compartir las buenas prácticas.

44. Se están preparando, con el objetivo de ampliar las repercusiones, las líneas generales de proyectos a fin de obtener financiación extrapresupuestaria, para las actividades que no pueden financiarse plenamente con los recursos básicos de la OIE.

45. Véase información más detallada en la ficha descriptiva No.7.

### III. OPERACIONES INSTITUCIONALES

#### El Consejo de la OIE

46. Las atribuciones del Consejo de la OIE se definen en sus Estatutos, su Reglamento interno y la Resolución adoptada por la 35ª reunión de la Conferencia General que figura en la Sección I del presente documento.

47. El Consejo celebrará una reunión ordinaria en enero de 2010 con un programa bastante completo. Tras la elección de 14 nuevos miembros del Consejo que tuvo lugar en la 35ª reunión de la Conferencia General de la UNESCO, el Consejo elegirá la nueva Mesa del Comité, con inclusión del Presidente, para el bienio 2010–2011, así como el Grupo Administrativo. Estudiará los resultados obtenidos por los programas de la OIE en 2009 y las actividades previstas para 2010, examinando el informe de las actividades llevadas a cabo en 2009 y el proyecto de programa y presupuesto para 2010. Se ha previsto un Foro sobre el tema “*Inclusive Education with special focus on curriculum development*” [La educación inclusiva, con especial atención al desarrollo curricular] para el primer día. Con la ayuda de un grupo de ponentes principales, el Foro tiene como objetivo ofrecer a los Estados Miembros del Consejo la oportunidad de examinar las consecuencias que puede tener un enfoque basado en la educación inclusiva para el desarrollo curricular en el contexto de una mayor aceleración del logro de los objetivos de la Educación para Todos. El Consejo también examinará las opciones posibles para las futuras reuniones de la Conferencia Internacional de Educación (CIE) y otras cuestiones relativas a los programas de la OIE. Estudiará el mandato de creación de un grupo de trabajo que se ocupará de ultimar la Estrategia destinada a convertir a la OIE en Centro de Excelencia de la UNESCO en materia de currículos.

48. El Grupo Administrativo se reunirá durante los dos días previos a la 59ª reunión. La Mesa del Comité probablemente se reúna durante el verano.

49. Véase información más detallada en la ficha descriptiva No.8.

#### Asociaciones

50. Las asociaciones con una variedad de instituciones han pasado a ser un componente integral del funcionamiento y producción de conocimientos de la OIE. Estas asociaciones se verán fortalecidas en 2010 de acuerdo a una serie de criterios, entre ellos, las esferas especializadas de investigación y el diálogo político, la pertinencia geográfica y la promoción de capacidades específicas. Se forjarán o reforzarán nuevas alianzas, para apoyar la aplicación de los programas, la movilización de competencias, o contribuir a la producción de conocimientos y de publicaciones. Entre los colaboradores escogidos habrá organismos de cooperación multilateral, organizaciones intergubernamentales, instituciones regionales, universidades y ONG. Las actuales relaciones fructíferas con el Sector de Educación, los demás institutos educativos de la UNESCO y las Oficinas de la UNESCO fuera de la Sede, habrán de dar lugar a un nivel de colaboración superior y posiblemente a más iniciativas conjuntas.

51. Entre las nuevas asociaciones dignas de mención en materia de promoción de la investigación y el análisis de prácticas óptimas están la Oficina del Bachillerato Internacional (IBO), el UNICEF y el Consejo Mundial de las Sociedades de Educación comparada (WCCES).

### **Recursos humanos y financieros**

52. Uno de los desafíos más importantes de la OIE ha sido y continuará siendo en 2010, el garantizar la estabilidad financiera y el crecimiento institucional con el objetivo de lograr una "masa crítica" de programas que tengan un efecto concreto, tanto en el plano mundial como sobre el terreno. Como parte de sus actividades de movilización para aumentar los recursos financieros, la OIE sacará partido de sus anteriores experiencias satisfactorias, y explorará nuevas oportunidades, de la siguiente manera:

- reforzará las relaciones con los países que forman la base del apoyo institucional (España y Suiza), alentando su participación en las etapas clave;
- diversificará la base de donantes de contribuciones voluntarias y de proyectos extrapresupuestarios intentando obtener nuevos donantes potenciales según sus intereses específicos;
- se dirigirá a los organismos pertinentes de las Naciones Unidas, como el UNICEF, para realizar programas conjuntos;
- entablará contacto con fundaciones y con el sector privado para lograr iniciativas innovadoras, como por ejemplo el programa GigaPan;
- mejorará los dispositivos de recuperación de costos, participación en los gastos y cofinanciación de actividades prioritarias con determinados colaboradores, especialmente las Oficinas de la UNESCO fuera de la Sede, las ONG internacionales y las instituciones universitarias;
- participará en actividades de recaudación de fondos conjuntamente con colaboradores estratégicos para programas concretos.

53. En noviembre de 2009, se informó a la OIE de que debido a los efectos de la crisis económica y financiera mundial en la economía sueca y la consiguiente reducción del 9% de los recursos dedicados a la cooperación para el desarrollo, la Agencia Internacional de Desarrollo de Suecia (SIDA) no podía renovar su apoyo a la OIE una vez que venciera el acuerdo de cooperación para 2008-2009.

54. El total de los recursos financieros estimados para 2010, al 30 de noviembre de 2009, es de 4.934.957 dólares estadounidenses. Incluye:

- 2.400.000 dólares de asignación financiera de la UNESCO a la OIE (Presupuesto ordinario); esta cifra representa un pequeño y celebrado aumento de 104.500 dólares en relación con los bienios anteriores;
- 700.000 dólares de las Autoridades suizas, de los cuales, 200.000 provienen de la Agencia Suiza para el Desarrollo y la Cooperación (COSUDE);
- 451.807 dólares de España;
- 139.750 dólares del ONUSIDA;
- 25.000 dólares de la Comisión Nacional de Israel para la UNESCO;
- 109.000 dólares provenientes de acuerdos de cooperación que fueron aprobados en 2009, que han servido de base a la planificación de actividades en 2010 (80.000 dólares de la Oficina de la UNESCO en Hanoi; 20.000 dólares de la Universidad Carnegie Mellon University y 9.000 dólares del UNICEF).

55. El saldo restante de 1.109.400 dólares constituye la cifra asignada al nuevo proyecto en África (257.000 dólares) y las reservas estimadas para 2009, recuperación de costos y otros ingresos.

56. Por lo que se refiere a los recursos humanos, debido a la naturaleza de su especialización, la OIE necesita funcionarios con un alto nivel de competencias y conocimientos especializados. Si bien podrá seguir contando con ciertas prestaciones contractuales a un nivel jerárquico menor (por ejemplo, asistentes de investigación, programas de pasantías, expertos asociados, Servicio civil suizo), que han dado muy buenos resultados, la experiencia técnica especializada a nivel superior debe adquirirse mediante contratos de duración determinada para responder a las necesidades específicas de los programas, según la financiación extrapresupuestaria disponible.

57. Se ofrecerán oportunidades de formación para fomentar el desarrollo profesional colectivo e individual, de acuerdo a la disponibilidad de recursos especiales. Se organizará un cursillo de formación sobre las “Standard Gender Mainstreaming Tools” [Herramientas estándar para la integración de las cuestiones de género], en particular el *UNESCO Gender Equality eLearning Programme* [Programa de enseñanza virtual sobre igualdad de género de la UNESCO], en coordinación con la Oficina de Planificación Estratégica (BSP), así como un cursillo de orientación sobre “*VIH y SIDA en el puesto de trabajo de la UNESCO*” en coordinación con la Oficina de Gestión de Recursos Humanos (HRM).

58. El proyecto de programa detallado para 2010 figura en el anexo a este documento. Dado que el tipo de cambio entre el dólar estadounidense y el franco suizo ha fluctuado de forma considerable en 2009 y sigue siendo impredecible para 2010, el tipo de cambio aplicado a efectos del cálculo será de 1 dólar estadounidense = 1 franco suizo, como en diciembre de 2009. Como apéndice de este informe se presentará a la reunión del Consejo un proyecto de presupuesto revisado para 2010, basado en las cifras reales, en cuanto el Contralor de la UNESCO haya dado su visto bueno.

## FIFTY-NINTH SESSION OF THE COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Geneva, 27–29 January 2010

### ADDENDUM

According to the recommendation in paragraph 24 of the Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3), paragraph 30 of the Draft Programme of Activities for 2010 (UNESCO/BIE/C.59/3) should read as follows:

30. The project will work in-depth and on a longer-term basis with enlarged national teams in three selected Sub-Saharan African countries and support the development of their capacities to become innovation-oriented curriculum specialists, teacher trainers and teachers through the use of the *“Toolkit for Competency Development and Learning to Live Together”*. It will also engage stakeholders in the collaborative production of capacity development tools that are relevant to local contexts and needs for processes of curriculum review, design and implementation and will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component.

By the same recommendation, the related fact sheet No.5 in document UNESCO/BIE/C.59/3, item 7.2., second bullet point, should read as follows:

- Based on the Toolkit and the Study, further collaborative production of capacity development tools that are relevant for local contexts and needs – this will enhance ownership and the participation of stakeholders in processes of curriculum review, design and implementation. The Project will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component.



## **II. FACT SHEETS**



**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>Community of Practice for Curriculum Development (COP)</b>
<b>2. Responsible Officer</b>	Renato Opertti (Deputy: Lili Ji for BEAP; Bonnie Han and Isabel Guillinta COP exchanges; Leana Duncombe for Learning Tools and Training Modules)
<b>3. Starting and termination dates</b>	January - December 2010
<b>4. OVERALL GOAL</b>	
<p>Capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners are enhanced to support action in favour of quality EFA. The following objectives will be achieved:</p> <ul style="list-style-type: none"> <li>• Globally, by continuously developing the global Community of Practice in Curriculum Development (COP) to enable knowledge production and sharing on quality EFA and curriculum issues with an international comparative approach;</li> <li>• Regionally, by closely collaborating with key partners, including UNESCO Field Offices, as well as leading institutions in curriculum expertise (some acting as COP Focal Points) with the view to supporting processes of curriculum change and development mainly in basic, youth and teacher education.</li> </ul>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>Result 1:</b> Enriched, up-to-date and globally, regionally and nationally relevant learning tools and training modules for curriculum development are progressively shared with institutions (mainly Ministries of Education and universities), resulting in jointly developed, delivered and officially accredited courses at the national and local levels in different UNESCO regions.</p> <p><b>Result 2:</b> Key education and curriculum actors equipped with enhanced capacity to develop and conduct reforms of priority curriculum areas for the provision of more relevant and inclusive basic education in the countries where the Basic Education for Africa Programme (BEAP) has been launched (initially Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania).</p> <p><b>Result 3:</b> Regular production and sharing of curricular documents and materials by COP members, which contribute to the attainment of an interregional comparative perspective, encouraged through regular national, regional and interregional online and face-to-face exchanges on curriculum issues and through the promotion and facilitation of South-South and North-South-South (triangular) Cooperation.</p>	
<b>5.2. Performance indicator(s) and associated target(s) and baseline(s)</b>	
<p><b>Result 1: Indicators (associated targets):</b></p> <ul style="list-style-type: none"> <li>- Number of professionals trained in countries of different regions (at least 30 professionals trained through at least three activities, each held in a different UNESCO region);</li> <li>- Percentage of workshop participants being able to put their learning into practice (more than 30% of workshop participants);</li> <li>- Number of requests for IBE technical support (at least 2 new requests);</li> <li>- Number of new thematic modules developed according to regions needs and feedback collected (at least 3 modules developed);</li> <li>- Number of countries benefiting from capacity development activities using these new tools/modules (Capacity development activities using these new modules carried out amongst 5 to 10 countries);</li> <li>- Number of cooperation agreements established with partner universities/institutions (at least 1 each in two UNESCO regions for a pilot period of one to two years);</li> <li>- Number of training programmes jointly developed and officially accredited by partner universities/institutions, based on the completion of the pilot process (at least 1 each in two UNESCO regions);</li> <li>- Number of official training programmes effectively implemented with partner universities/institutions (at least 1 each in two UNESCO regions);</li> <li>- Number of professionals trained.</li> </ul>	

**Baseline:** Limited globally and regionally relevant learning tools and training modules to support curriculum development. IBE resource packs (Asia-Pacific Resource Pack, Worldwide Resource Pack containing 8 modules) and learning tools (guidelines, videos, etc.,) in pilot phase (3 training activities using the Worldwide Resource Pack already carried out in 2009 for the first time in 3 countries of different world regions: Bhutan, Tanzania, Uruguay and with very positive feedback).

**Result 2: Indicators (associated targets):**

- Number of updated needs assessments conducted (completed in at least 2 current BEAP countries);
- Number of curricula revised and improved with technical support (at least in 3 of the BEAP countries);
- Number of capacity development activities conducted at the national and local levels by national teams having already been trained (1 capacity development activity conducted in at least 3 of the BEAP countries);
- Number of requests for technical support through BEAP (at least 5 countries fully informed and involved in the Programme);
- Number of professionals trained through capacity development activities in new BEAP countries (at least 3 selected key actors from each of the 5 countries);
- Number of new training curriculum modules developed (at least 2 modules developed, respectively on inclusive curriculum and competency-based approaches);
- Number of countries benefiting from capacity development activities using these new modules (these new modules carried out in 3 BEAP countries);
- Number of countries having inclusive and competency-based approaches fully integrated in their quality assurance mechanisms (developed by 2 BEAP countries).

**Baseline:** Among the 50 sub-Saharan African countries, 5 countries (Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania) have launched BEAP to ensure basic education for the duration of at least 9/10 years. 1 of the 5 countries (the Gambia) is drafting its national basic education curriculum framework; the other 4 countries are undergoing curriculum review/reforms with different areas of focus. More than 10 other countries have been sensitized with BEAP. 8 countries (Côte d'Ivoire, Ethiopia, The Gambia, Kenya, Seychelles, Tanzania, Uganda, Zambia and Zanzibar) have received an intensive training on issues and trends in curriculum processes, provided by the IBE in 2009.

**Result 3: Indicators (associated targets):**

- Percentage of COP members requesting contact details from the COP database to support processes of curriculum change (10% of COP members database);
- Percentage of COP membership requests made (30% of total new memberships);
- Number of curriculum resources produced by COP members in at least 3 UNESCO languages (50% of curriculum resources produced by COP members in at least 3 UNESCO languages);
- Number of COP messages disseminating curricular resources produced by COP members (at least 1 per month);
- Curriculum advice provided to Members States through the COP (Africa: working plan in Basic Education developed with BRED; Arab States: working plan in Secondary Education developed with Beirut; and Asia: working plan in ESD developed with Bangkok).

**Baseline:** Before 2006 there was no worldwide COP on curriculum issues engaging institutions and actors, public and private sectors, coming from all UNESCO regions. At the end of 2009, there were 1271 COP members from 131 countries.

**6. EXPECTED CONTRIBUTIONS (as appropriate)**

**6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)**

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

**6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'**

- Global Priority 'Africa': i) within the framework of the UNLD, national capacities strengthened to plan, implement and manage quality literacy programmes in Africa, particularly through LIFE; ii) national capacities strengthened to plan, implement and manage basic education in Africa

### 6.3. Contribution to the Intersectoral Platform's expected results

#### 7. IMPLEMENTATION STRATEGY

##### 7.1. Context: issues to be addressed and key baseline

###### 1. Learning tools and training modules

- Insufficient globally and regionally relevant learning tools and training modules for curriculum developers to effectively revise, improve and refine national curricula;
- Gaps between intended, implemented and attained curriculum;
- Countries faced with difficulties in addressing issues such as student assessment and quality assurance, in line with ongoing curriculum reforms and new approaches;
- Need to support and strengthen the development of national capacities to improve the quality of the processes of curriculum changes;
- Foster and facilitate the collective production and sharing on curriculum issues within the context of national policy priorities;
- Need to customize curricular approaches to the expectations and needs of regional and national levels in implementing processes of curriculum change.

→ **Baseline:** Limited globally and regionally relevant learning tools and training modules to support curriculum development.

###### 2. Basic Education for Africa Programme (BEAP)

- Lack of capacities to develop and/or implement curricula (especially curriculum frameworks) that are inclusive and relevant to life, citizenship and work for uninterrupted 9 to 10 year quality basic education in Africa;
- Facilitate the access to relevant learning opportunities and provisions to young people emphasizing the development of citizenship competencies;
- Need to address disparities in basic education based on principles of social justice, equity and social inclusion as an effective way to contribute to the attainment of more developed and equitable societies.

→ **Baseline:** Among the 50 sub-Saharan African countries, 5 countries (Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania) have launched BEAP to ensure basic education for the duration of at least 9/10 years.

###### 3. Community of Practice in Curriculum Development

- Need for communication, knowledge production, sharing and dissemination at the inter-regional, regional and national levels amongst policy-makers, educators, curriculum experts and developers, teacher trainers, supervisors, principals, teachers, scholars and researchers on curriculum issues;
- Foster and facilitate in-depth international dialogue on curriculum issues within the holistic framework of EFA;
- Contribute to improve the quality of the processes of curriculum change and management by sharing effective curricular visions, policies, strategies and practices.

→ **Baseline:** Before 2006 no worldwide COP on curriculum issues engaging institutions and actors, public and private sectors, coming from all UNESCO regions. At the end of 2009, there were 1271 COP members from 131 countries.

##### 7.2. Description and rationale behind the interventions, and expected outputs

###### 1. Learning tools and training modules

**Rational:** Numerous countries request IBE's technical assistance (TA) in developing their capacities for reforming curricula in order to improve education quality. To meet countries' expectations, current learning tools and training modules need to be constantly enriched, updated and contextualized.

###### **Expected outputs:**

- IBE training tools and training modules used in capacity development workshops, held in UNESCO regions on regionally and nationally relevant themes (e.g. on inclusive curricula and competency-based approaches) in partnership with universities and teacher training institutes;
- Learning tools disseminated online and at face-to-face events;
- Participants surveyed post-workshop to establish the use of refined competencies to revise and improve the curriculum;
- Steps taken to revise and improve the national curriculum frameworks post-workshop;
- Current tools and modules revised according to partners' feedback;
- New regional thematic modules developed and added to the Resource Pack (Training Tools for

Curriculum Development) based on feedback (e.g. Inclusive Education, Competency-based approaches, ESD);

- Partnerships with universities and teacher training institutes established;
- Curriculum development courses officially accredited by partner universities or teacher training institutes.

## 2. Basic Education for Africa Programme (BEAP)

**Rational:** Countries need TA to address the lack of capacity and to train professionals on curriculum issues within a global comparative perspective. Capacity development activities using IBE curriculum expertise and the resource pack can be of significant benefit.

### **Expected outputs:**

- TA provided to BEAP countries in conducting updated needs assessments in terms of processes of curriculum change, based on the capacity development activities that have been carried out;
- TA provided to country teams to conduct capacity development workshops at the national and local levels, to address the key components in changing the curricula, using new IBE training modules;
- Collaborative efforts sustained to help countries to revise (e.g. Ethiopia, the Seychelles and Tanzania) or finalize (e.g. the Gambia) their basic education curriculum frameworks;
- Capacity development tools and activities improved and further adapted to country situations, based on feedback;
- Policy document disseminated to key stakeholders (from inside and outside the education system);
- Information shared on BEAP in new potential countries to fully inform key actors about the Programme's components and modalities and involve them in its development;
- New training modules on implementing inclusive and competency-based approaches developed upon pilot testing in selected BEAP countries and feedback collected;
- TA provided to BEAP countries upon their request (e.g. East African countries) to establish/improve quality assurance mechanisms, in line with inclusive and competency-based approaches;
- Monitoring and evaluation ensured to design relevant follow-up activities.

## 3. Community of Practice in Curriculum Development

**Rational:** Addressing needs by creating, expanding and sustaining a high-quality global COP leading to knowledge production, sharing and dissemination of curriculum issues.

### **Expected outputs:**

- Regular e-forums on curriculum issues held;
- Annual moderated multilingual e-forum implemented on different themes;
- Relevant COP messages (information and documentation) sent out weekly in the 6 UNESCO languages;
- Contact database accessed by COP members;
- National, regional and interregional events organised with COP members in coordination with UNESCO Field Offices, IBE COP Focal Points and other partners;
- Multilingual curriculum materials produced by COP members and made available on-line and/or in hard copies.

## **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Key Beneficiaries and expected roles:*

- Representatives of national/local education authorities – based on a better understanding of and experience-sharing on curriculum issues, further support curriculum change as a key concern in a holistic education sector plan, for ensuring quality education;
- Curriculum developers, teacher trainers and representatives of quality assurance authorities – acquire knowledge and capacity for conducting and developing curriculum reforms and for training and supporting teachers accordingly;
- Children and youth in BEAP countries – benefit from inclusive schooling and competency-based curriculum approaches that are more relevant to life, citizenship and work;
- Principals and teachers – implement and co-develop curricula, especially with a school-based comprehensive approach;
- COP institutional and individual members from all UNESCO regions – participate in COP events (e-forums, conferences, workshop, etc) and benefit from knowledge production, sharing and dissemination within the COP;
- UNESCO Field Offices and other partners– improve the quality of the curricular proposals in support of

the expectations and demands of Member States;

- Universities, civil society and communities – take more active part in collective thinking and actions in the process of curriculum change and benefit from such a participatory process of change;
- One-UN and One-UNESCO partnerships for education in Africa – share visions, priorities and align work plans.

*Key partners and expected roles:*

- Ministries of Education / Universities / National curriculum institutions – identify demands and needs that regional and national work plans should address, and participate in their implementation; jointly develop, deliver and accredit courses in curriculum development;
- UNESCO Field Offices and National Commissions – contribution to and engagement in the design and implementation of regional and national working plans customized to the expectations and needs of Member States; based on in-depth knowledge of the field, help link up countries' needs with IBE's expertise and coordinate capacity development activities at the sub-regional and country levels;
- COP Focal Points from all UNESCO regions– contribute to and assist in the implementation of regional and national working plans in coordination with UNESCO Field Offices;
- National/local education authorities and technical core teams in the BEAP countries – based on the benefit of capacity development on curriculum issues, further support, conduct and develop curriculum change as a key concern in a holistic Education Sector plan, for ensuring quality education;
- Representatives of assessment centres, inspectorates and teacher unions – take part in capacity development activities, provide comments and suggestions, and help create a common understanding of the key approaches to curriculum change in order to further support its implementation.

**7.4. Geographical scope**

Global, regional and national.

**7.5. Targeted interventions in favour of**

Youth, Disadvantaged and excluded groups.

**7.6. Specific programme issues addressed**

South-South cooperation and Triangular North-South-South cooperation.

**8. BUDGET FOR 2010 (US\$)** *See annexed draft budget for 2010*





<b>IBE PROGRAMME 2010-2011</b>	
<b>Programme 2010</b>	
<b>1. Programme Title</b>	<b>Technical co-operation projects/support to Member States</b>
<b>2. Responsible Officer(s)</b>	Dakmara Georgescu
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>The programme aims to provide customised support to national governments (i.e. Ministries of Education and curriculum agencies), based on their request, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is placed on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD). Post-conflict situations will be considered on a priority basis.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>5.1.1 Integration of cross-cutting issues and competency-based approaches</b> in revised primary and secondary curricula and textbooks, as well as in <b>teacher training courses to foster Learning for Life and Work (LfLW) and Learning to Live together (LTLT)</b> (<b>Vietnam:</b> Integration of gender issues and promotion of gender equality through revised and pilot-tested in-service teacher training courses - in the context of the joint UN programme for Vietnam on promoting gender equality – continuation of 2009; <b>Angola:</b> Integration of cross-cutting issues in the secondary curriculum, i.e. gender equality, ESD, intercultural education, Human Rights and citizenship education - in the context of the CapEFA programme; <b>Sudan/Southern Sudan:</b> revision of the basic education and literacy curriculum frameworks).</p>	
<p><b>5.1.2 Sustainable and innovative curriculum cultures</b> based on continuous and systematic professional development, stakeholder involvement and pro-active revisions of the curriculum in line with new developments, contexts and needs.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p><b>5.2.1</b> National guidelines (Angola), in-service teacher training courses (Vietnam) and revised curriculum frameworks (Sudan/Southern Sudan) produced collaboratively, endorsed by the Ministries of Education and implemented by users, stakeholders and partners at national and local levels.</p>	
<p><b>5.2.2</b> Number of trained curriculum teams actually engaged in processes of curriculum planning, design and implementation, as well as in processes of networked dissemination, sharing and capacity development at local, national and regional levels.</p>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)</b>	
<p>MLA 2: From early childhood to the adult years: building effective education systems;</p> <ul style="list-style-type: none"> <li>• Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.</li> </ul> <p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector</p> <ul style="list-style-type: none"> <li>• Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;</li> </ul>	
<b>6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’</b>	
<ul style="list-style-type: none"> <li>• <b>Africa:</b> Angola and Sudan/Southern Sudan (managing comprehensive processes of curriculum review through integrating a competency-based approach, enhancing the relevance of curricula and the quality of learning processes and outcomes)</li> <li>• <b>Gender equality:</b> especially in the case of the Vietnam and Angola projects (integration of gender issues and promotion of gender equality through revised curricula and teacher training programmes).</li> </ul>	
<b>6.3. Contribution to the following Intersectoral Platform’s expected results</b>	
<ul style="list-style-type: none"> <li>• Especially “Post Conflict and Post Disaster” intersectoral platform</li> </ul>	

## 7. IMPLEMENTATION STRATEGY

### 7.1. Context: issues to be addressed and key baseline

In 2010, the programme will focus on supporting the Ministries of Education of several countries in Africa and South-East Asia to engage in comprehensive processes of revising their curricula and teacher education courses with a view to enhance preparation for life and work from the perspectives of LTLT and ESD. Given the importance of non-formal education in Sudan, it is urgently needed to align the basic education and literacy curriculum frameworks from the perspective of common education visions, goals and approaches. In Vietnam and Angola, the revision of the curriculum based on integrating and promoting cross-cutting issues (such as gender equality) is seen as a model for initiating and scaling up review processes in a number of connected areas, such as teacher education and training, assessment and school and classroom management. It is also seen as a means to cater for more coordinated and effective efforts among different programmes and stakeholders aiming to foster competency development in the context of articulating different thematic approaches more meaningfully (i.e. gender issues; poverty alleviation; sustainable development).

### 7.2. Description and rationale behind the interventions, and expected outputs

The programme is based on combining work on the ground with national teams and ongoing on-line support to enhance local/national ownership, leadership and relevance of curriculum processes and products. It is carried out based on work plans integrating sequences of capacity development in the context of hands-on activities; collaborative development of curriculum materials; and processes of sharing and dissemination for system-wide scaling up.

**Vietnam:** New in-service teacher training courses will be developed integrating gender issues and promoting gender equality based on the competencies that learners and teachers should share. This will be carried out through several workshops to be held throughout 2010. The course, collaboratively produced, will be pilot tested in the context of a two-week in-service training course. Based on this teachers feedback will be collected to inform the revision and finalisation of the new courses. In the fall of 2010 the experiences of pilot testing the new courses will be shared in a national workshop and conclusions will be drawn for the system-wide scaling up of such models.

**Angola:** The draft outline of National Guidelines for Curriculum Review will be developed as a result of a first workshop to be organised in spring 2010. The guidelines will address the integration of cross-cutting issues in secondary education (with a focus on gender equality; ESD; Human Rights and citizenship education; and work & entrepreneurial education). Over the summer 2010 the national technical team will be supported by specialized expertise to further elaborate and complete the guidelines with reference to specific subject areas and by taking into account local contexts, experiences and needs. In the fall of 2010, the guidelines will be shared and disseminated in a national workshop as a basis for developing a national strategy for secondary curriculum review to integrate competency development and cross-cutting issues.

**Sudan/Southern Sudan:** In February 2010 the process of stock-taking of existing developments and needs will be initiated. The basis for aligning the literacy and basic education curriculum frameworks from the perspective of integrating a competency-development approach will be established during a workshop with relevant stakeholders.

### 7.3. Stakeholders: key partners and beneficiaries and their expected roles

*Key partners* sharing specific roles in project planning, implementation, as well as monitoring & evaluation, i.e. conceptual and methodological contributions; identification of leaders and participants; logistical support:

**Vietnam:** UNESCO Hanoi Office, MOET and in-service teacher training agencies

**Angola:** UNESCO Windhoek Office, Ministry of Education and INIDE

**Sudan/Southern Sudan:** UNESCO Office Khartoum (Juba Antenna), Ministry of Education of Southern Sudan, local education NGOs

*Direct beneficiaries:* policy makers, curriculum developers and teacher trainers

*Indirect beneficiaries:* students, teachers and other stakeholders

### 7.4. Geographical scope

- Africa and South-East Asia

### 7.5. Targeted interventions in favour of

- Youth and marginalised groups

### 7.6. Specific programme issues addressed

## 8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010*

**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>Capacity-building and clearinghouse on HIV and AIDS education</b>
<b>2. Responsible Officer(s)</b>	Clementina Acedo, Sandrine Bonnet
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>The main goal is to support EFA by integrating more effectively HIV and AIDS education into official curricula, developing tools to improve learning and teaching materials, further developing education specialists' capacities, in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO' strategy and EDUCAIDS.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p>Comprehensive knowledge and key competencies for capacity development on HIV and AIDS education strengthened and disseminated among key partners (Ministries of Education, universities, teacher training institutions, international organizations and NGOs).</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p>Production of tools; new documents included in UNESCO database; appraisals of good practices; technical advice; capacity-building workshops; HIV sections of IBE and UNESCO Clearinghouse regularly updated; incorporation of HIV and AIDS into the curriculum in x number of countries; number of Ministry experts, teacher educators, teachers trained.</p>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)</b>	
<p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector</p> <ul style="list-style-type: none"> <li>Expected Result 10: National capacities strengthened to develop comprehensive Education Sector responses to HIV and AIDS through EDUCAIDS and related efforts.</li> </ul>	
<b>6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'</b>	
<b>6.3. Contribution to the following Intersectoral Platform's expected results</b>	
<b>7. IMPLEMENTATION STRATEGY</b>	
<b>7.1. Context: issues to be addressed and key baseline</b>	
<p>Through the production of new innovative tools (i.e. film and the interactive resource pack), workshops, new documents in the databank, technical assistance and evaluation of good practices, HIV programme brings specialized expertise in the field of HIV and AIDS education. These contributions are crucial for the capacity development of education specialists in the countries as well as within UNESCO. The strategy for the next years is to continue collaboratively working on innovative ideas in the area of HIV and AIDS education, while strengthening partnerships with key institutions and stakeholders. New financing opportunities are also being explored to ensure the long term sustainability of the programme.</p>	
<b>7.2. Description and rationale behind the interventions, and expected outputs</b>	
<p>In the framework of EDUCAIDS and of UNESCO Strategy for HIV, the IBE actively contributes to a comprehensive response on HIV and AIDS education. The curricula are updated and education specialists improve their knowledge and competencies through IBE's work. The IBE's expertise in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa. The increased number of requests for collaboration shows that it is a key element of UNESCO's work in this area.</p>	

Expected outputs for 2010 are:

- A new CD-Rom containing several resources: interactive activities identified as good practices for participatory teaching, fact sheets on basic information, evaluation of good practices; to be made available in French, English, Spanish, and Portuguese. This CD-Rom will provide a broad range of key resources for capacity development of education specialists on HIV and AIDS education.
- A new film documenting good practices for pedagogical approaches in HIV and AIDS education in English for a new region (Caribbean) or sub-region (in Sub-Saharan Africa). With this tool education specialists and future teachers can have concrete examples of interactive activities in the classrooms to guide the organisation of training sessions in schools. The film produced in 2009 was very appreciated by the stakeholder, especially in the field.
- Provision of expertise and technical inputs through the participation in capacity-building workshops in close collaboration with UNESCO Field Offices.
- Technical assistance rendered to countries by making available documents, giving advice and proposing collaborative solutions on specific themes.
- UNESCO clearinghouse: new documents entered in UNESCO databank, evaluations of materials, contributions to the newsletter of HIV and AIDS Education Sector.
- Improved version of IBE's Manual on HIV and AIDS education. New tools, factsheets and useful resources will be added based on the needs of the users and new emerging issues. The Manual will be available online for education specialists. It will be available on CD-Rom upon request.
- HIV section on IBE's website regularly updated with key resources and evaluations of good practices.

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

Ministries of Education, universities, teacher trainers, teachers and students are the main beneficiaries. UNESCO Education Sector especially Field Offices are also beneficiaries. Field Offices are the main partners for workshops in the countries and close collaboration has been established with them. UN Agencies, especially ILO, UNICEF, WHO, UNFPA and UNAIDS are important partners and are associated to the activities, as much as possible and when appropriate, in order to offer a comprehensive overview of HIV and AIDS. Collaboration for World AIDS Day with UN partners. These collaborations strengthen the spirit of the "Delivering as One" approach. The close collaborations and relations maintained with Field Offices have enabled the programme to continue working dynamically.

### **7.4. Geographical scope**

The scope is at global level, but the focus will be placed on Africa, Latin America and Caribbean and Arab States.

### **7.5. Targeted interventions in favour of Youth and marginalised groups.**

### **7.6. Specific programme issues addressed**

## **8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010***

**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>The “GigaPan”: Diversity and Inclusion in the Community</b>
<b>2. Responsible Officer(s)</b>	Clementina Acedo (Deputies: Christopher Strebel and Carolina Belalcazar)
<b>3. Starting and termination dates</b>	January – December 2010

**4. OVERALL GOAL**

Through this pilot carried out in schools in different countries and regions, the project aims at demonstrating that the ICTs (in particular the GigaPan) can be integrated into the curriculum to foster intercultural understanding. Using ICTs can enrich the curriculum and enable students to learn values like Learning To Live Together (LTLT), through cross-cultural dialogue and by educating each other on inter-cultural issues. At the same time imparting critical skills like ICTs and social media research are part of today’s knowledge driven society.

**5. RESULTS****5.1. Title**

Information collected and processed on how the GigaPan contributed to peer to peer education, imparted cross cultural values, aided in the assimilation of ICT and online research skills. Sustainability of the GigaPan project increased with its scaling up.

**5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)**

Performance indicators include the number of schools, international classroom projects, teachers and learners trained in the ICT and curricular GigaPan technology, and quality of the conversations (GigaPans panoramas taken, snapshots and comments), as well as surveys assessing the degree of sustainability of the project.

The baseline at the end of 2009 was 14 schools in 5 countries (Brazil, Indonesia, South Africa, Trinidad and Tobago and the United States of America); with a view to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals such as eliminating gender disparities, creating equitable access to learning and life-skills programmes.

**6. EXPECTED CONTRIBUTIONS (as appropriate)****6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)**

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

**6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’****6.3. Contribution to the following Intersectoral Platform’s expected results**

Fostering ICT-enhanced learning:

**7. IMPLEMENTATION STRATEGY****7.1. Context: issues to be addressed and key baseline**

The project aims to test an innovative ICT in education tool, the GigaPan and to later develop best practices of how such a tool can renew education systems, cultural connections and improve inclusive classroom practices. It also could seek to identify effective methods in integrating ICTs into the curriculum, and thus help strengthen national capacities to manage basic education. The project has a particular focus of linking students in various parts of the world with priority on reducing the digital educational information divide, and improving educational quality.

The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other and enhance multi-cultural understanding. Through this project, by developing key aspects of the curriculum, students are expected to learn about the world and teach their peers by sharing heritage (community and historical events) through classroom projects, thereby creating their own community and developing a deeper understanding, consideration and respect for others, their beliefs and values. This dynamic interactive learning aims to strengthen the themes of Learning to Live Together and Inclusive Education.

### **7.2. Description and rationale behind the interventions, expected outputs**

This project is continuing work with the existing schools and is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also mean improving the project's ability to become integrated into classroom activities as well as become a self-sufficient, sustainable project, expanding upon the students' ability to explore local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity.

Expected outputs for 2010 are:

- (1) At least 17 schools in at least 6 countries covered by the project;
- (2) Project expanded into schools in 2 Arab States;
- (3) New students and teachers trained in integrating the technology within curriculum and using the technology;
- (4) Interschool, cross-cultural GigaPan conversations increased;
- (5) Project information disseminated via the IBE website;
- (6) Best practices in integrating ICTs within the curriculum elaborated;
- (7) Local knowledge centers or hubs (helping self sufficiency amongst the schools) created.

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Stakeholders and partners:*

- Project Partners: Carnegie Mellon University (CMU) are expected to help with training the technical features of the GigaPan and the UNESCO ASPnet is expected to help with the selections of appropriate schools within their network.
- In the participating countries: Collaboration with Ministries of Education, UNESCO National Commissions, schools, universities, teachers, students and galleries show-casing the schools' work.

### **7.4. Geographical scope**

National (Brazil, Indonesia, South Africa, Trinidad/Tobago and the United States of America, two Arab States countries to be decided), Switzerland and Mali, and Global scope with dialogue conversations, interactive learning, sharing of resources and cultures between all the aforementioned nations.

### **7.5. Targeted interventions in favour of Disadvantaged and excluded groups.**

### **7.6. Specific programme issues addressed**

## **8. BUDGET FOR 2010 (US\$) See annexed draft budget for 2010**

**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>Learning for Life and Work (LFLW) in sub-Saharan African countries: meeting the challenges through quality curriculum development and implementation</b>
<b>2. Responsible Officer(s)</b>	Dakmara Georgescu Elmehdi Ag Muphtah (Assistant Programme Coordinator)
<b>3. Starting and termination dates</b>	January – December 2010

**4. OVERALL GOAL**

The programme aims to provide long-term support (3-4 years) to the Ministries of Education and curriculum agencies of a number of sub-Saharan African countries with regard to enhancing the preparation for life and work in basic education through quality curriculum development and classroom implementation. It is based on the concept of a long-term and in-depth work with, and among enlarged national teams in three selected countries (i.e. Angola, Kenya, Mali) with a view to enhance the impact and sustainability of curriculum innovations. Concepts and practices of quality curricula that are relevant for competency development for life and work will be also integrated in teacher education and training strategies as to strengthen the links between curriculum planning, design and implementation.

**5. RESULTS****5.1. Title**

**5.1.1 School curricula and classroom practices that integrate and promote competency development for life and work** with a view to contribute to poverty alleviation, cultures of peace and sustainable development.

**5.1.2 Institutional cultures of schools, and curriculum and teacher training agencies** that integrate and demonstrate effective management and leadership of curriculum and learning processes, as well as participatory and evidence-based decision making based on monitoring and evaluation of how curriculum visions are implemented at school and classroom level.

**5.1.3 Communities of practice** engaged in action research on competency development for life and work at school and community level that link research and capacity development in the context of concrete school development projects.

**5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)**

**5.2.1 Curriculum guidelines** and revised **syllabuses** integrating and promoting competency development for life and work that are used by curriculum and teacher training agencies in processes of improving curriculum processes and products.

**5.2.2 Number of centres of excellence (schools, as well as curriculum and teacher training agencies)** that are piloting innovative curricula and teaching and learning with a view to foster competency development for life and work and function as community learning & training centres.

**5.2.3 Number of studies and capacity development tools** produced by networked communities of practice as a basis for enhancing both the quality of intended curricula and their translation into meaningful classroom practice and daily school life.

**6. EXPECTED CONTRIBUTIONS (as appropriate)****6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)**

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and

improved learning assessment of students.

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector;

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;
- Expected Result 9: National capacities developed to integrate the principles, values and practices of sustainable development into Education Sector policies and plans;

## **6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’**

**Priority “Africa”:** While the programme is based on in-depth work at country level in three selected sub-Saharan African countries (see item 4 above.), other African countries, especially those having taken part in the 2004-2009 IBE programme “*Curriculum Innovations, Peace Education and Poverty Alleviation*” will be also invited to join international dissemination and sharing events.

## **6.3. Contribution to the following Intersectoral Platform’s expected results**

# **7. IMPLEMENTATION STRATEGY**

## **7.1. Context: issues to be addressed and key baseline**

Despite much progress since 2000 in terms of enhancing the equity and quality of their basic education, the sub-Saharan African countries are still among the least likely to meet the EFA goals by 2015 owing to the problems they face in terms of poverty, HIV and AIDS, lack of appropriate training of the teaching staff, and lack of appropriate school facilities. While in many countries changes have been also introduced to promote a competency-based approach, both the written and intended, as well as the implemented curriculum do not fully contribute to the learners’ appropriate preparation for life and work. As shown by the IBE and GTZ/BMZ Study on *Preparation for Life and Work* (2008, revised in 2009), in some cases there is a need to first clarify competency development for life and work in curriculum documents, while in other cases, where such documents already reflect a coherent vision in a user-friendly way, the problems lie with translating such curriculum visions into meaningful and sustainable classroom – including assessment – practices.

## **7.2. Description and rationale behind the interventions, and expected outputs**

In order to build on achievements to date and enhance the impact and sustainability of curriculum innovations, the programme concentrates on in-depth work in three sub-Saharan African countries (i.e. Angola, Kenya, Mali) that were involved in the field testing of the capacity development *Toolkit for competency development and LTLT* and in the revision of the *Study on Preparation for Life and Work* (based on further planning and exchanges the selected countries may change). Additional countries that were part of the previous IBE project on “*Curriculum Innovations, Peace Education and Poverty Alleviation*”, as well as other countries will also participate in international sharing and dissemination events.

The main interventions will consist of:

- Country-customised processes of dissemination and capacity development based on the usage of the Toolkit and the Study mentioned above to create a critical mass of innovation-oriented curriculum specialists, teacher trainers and teachers;
- Based on the Toolkit and the Study, further collaborative production of capacity development tools that are relevant for local contexts and needs – this will enhance ownership and the participation of stakeholders in processes of curriculum review, design and implementation;
- Establishment of centres (schools, and curriculum and teacher training agencies) through action-research projects that have a pivotal role for school-based teacher training, as well as for applying a whole-school approach and participatory curriculum processes in the context of strengthening the school-community links;
- Regional and international dissemination and sharing events where different country teams meet in order to learn from one another and enrich the international education dialogue (for instance, in the context of the BEAP programme);
- Preparation and dissemination/publication of some of the project outputs, such as synthesis documenting the process and results of capacity development activities at national level; the development and usage of adjusted tools for capacity development; the establishment and impact of centres functioning as pivotal institutions for enhancing the participation of stakeholders and school-community links.



community links.

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

#### *Key partners*

- Ministries of Education; curriculum agencies; teacher education and training agencies involved in the planning of activities, the selection of the target public/participants, the actual implementation of different activities, the provision of logistic support as well as monitoring & evaluation, and dissemination processes at local, national and regional level;
- UNESCO Offices (especially UNESCO BRENDA Office; UNESCO Mali Office and UNESCO Windhoek Office) and UNESCO National Commissions, ensuring coordinated support on behalf of UNESCO;
- Other international agencies and donor countries (i.e. national development agencies) that are interested in funding and supporting the project intellectually.

#### *Beneficiaries*

- Curriculum developers, teacher trainers, teachers & headmasters, as well as community leaders involved in the planning of activities and their actual implementation at local, national and regional level, including dissemination & monitoring and evaluation;
- Indirect beneficiaries: students, families and communities at large.

### **7.4. Geographical scope**

- Sub-Saharan African countries representing different geographical regions (East, West and South) and language groups (English, French and Portuguese speaking countries) in a balanced way;
- Representation of other countries in the context of international dissemination and sharing events.

### **7.5. Targeted interventions in favour of**

- Youth and marginalised groups;

### **7.6. Specific programme issues addressed**

## **8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010***

## IBE PROGRAMME 2010-2011

### Programme 2010

<b>1. Programme Title</b>	<b>KNOWLEDGE PRODUCTION AND MANAGEMENT</b> (Observatory/Resource Bank, IBE website, Documentation and information)
<b>2. Responsible Officer</b>	Massimo Amadio (Deputies: Christopher Strebel and Hanspeter Geisseler, IBE website; Ruth Creamer and Elizabeth Glauser, Documentation and information)
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>The main objective is to support action in favour of quality EFA by compiling, systematizing and providing access to a range of specialized resources, materials and information on education systems, curricula and curriculum development processes. This knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p>Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p>IBE databases updated and enriched. Studies and analyses made available, published and disseminated. IBE website regularly updated (number of visits to the site).</p>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)</b>	
<p>MLA 4: Leading the education agenda: coordinating international efforts in education and tracking trends;</p> <ul style="list-style-type: none"> <li>• Expected Result 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report.</li> </ul> <p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector;</p> <ul style="list-style-type: none"> <li>• Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations.</li> </ul>	
<b>6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’</b>	
<b>6.3. Contribution to the following Intersectoral Platform’s expected results</b>	
<b>7. IMPLEMENTATION STRATEGY</b>	
<b>7.1. Context: issues to be addressed and key baseline</b>	
<p>The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of added value. Within the framework of the IBE Strategy 2008-2013, one of the strategic objectives is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the Education Sector’s knowledge portal.</p>	

## 7.2. Description and rationale behind the interventions, and expected outputs

The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves: strengthening clearinghouse and information services; developing an online platform for increased knowledge sharing and collaborative action; and streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding access to specialized resources and services, and it is also the backbone for IBE communication. The IBE resources, materials and publications, including the Digital Library of the National Reports, have been fully integrated in the UNESCO database of publications and documents (UNESDOC) and contribute to the enhancement of the Education Sector knowledge portal. The Knowledge Production and Management programme also provides support to all IBE programmes and projects, and provides documentation and information services both within and outside UNESCO.

Expected outputs for 2010 include:

The *Country Dossiers* database regularly updated and enriched. Analyses/studies focusing on educational content and curriculum development processes and products made available, in particular through the series *IBE Working Papers on Curriculum Issues*. A contribution to the 2010/11 Global Monitoring Report on EFA delivered to the Monitoring Report team (depending on the availability of extra-budgetary resources). The IBE website progressively migrated to the new UNESCO web design templates developed by the Bureau of Public Information, as well as regularly updated, providing easy access to a range of additional resources and contributing to the enrichment of the Education Sector's knowledge portal.

The web-based information platform on inclusive education further enhanced, and progressively transformed into a clearinghouse (depending on the availability of extra-budgetary resources). The collection of curriculum materials enriched; links to curriculum materials made available through the Internet maintained and updated. Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends made available to the members of the IBE Community of Practice (COP) in curriculum development and other education specialists. An assessment of the usefulness of alert services conducted with a view to their improvement.

Records related to curricula and curriculum-related materials regularly added to the IBE online catalogue (IBEDOCs) in the UNESCO database of publications and documents. The Digital Library of National Reports made available in 2009, as well as the online catalogue migrated in 2009, further improved through post-migration quality control and verification. The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), supported through the participation in the ISCED Technical Advisory Panel. The publication of two booklets under the *Educational Practices Series* with the International Academy of Education (IAE) and of 4 issues of **Prospects** peer-reviewed.

## 7.3. Stakeholders: key partners and beneficiaries and their expected roles

*Direct and indirect beneficiaries:* The national teams for quality Education for All, the users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students), the members of the IBE COP.

*Stakeholders implicated, partners:* Collaboration with Ministries of Education and researchers. Collaboration with UNESCO central services, field offices, institutes (particularly UIS), as well as documentation centres. Activities will be carried out in close cooperation with all other IBE programmes/action areas, in particular Capacity Development (IBE COP)

## 7.4. Geographical scope

Global.

## 7.5. Targeted interventions in favour of

Disadvantaged and excluded groups.

## 7.6. Specific programme issues addressed

None

## 8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010*

## IBE PROGRAMME 2010-2011

### Programme 2010

<b>1. Programme Title</b>	<b>Promoting inclusive education policy dialogue, policy frameworks and curricula to support the attainment of EFA goals</b>
<b>2. Responsible Officer</b>	Renato Operti (Deputy: Lili Ji, Jayne Brady Policy frameworks and guidelines; Carolina Belalcazar Learning Tools and Training Modules)
<b>3. Starting and termination dates</b>	January - December 2010

#### 4. OVERALL GOAL

The 48<sup>th</sup> International Conference on Education (ICE) is seen as a dynamic programme encompassing a preparatory stage, the ICE holding and the follow-up events with the view to contributing to the formulation of policy and curriculum frameworks grounded on a broadened concept of Inclusive Education (IE). In line with the ICE outcomes and supporting action in favour of quality EFA, the IBE will contribute to enhance the national capacities for the design, management and implementation of inclusive policy frameworks and inclusive curricula amongst decision-makers, specialists and practitioners.

#### 5. RESULTS

##### 5.1. Title

**Result 1:** Policy frameworks developed and implemented, reflecting a broadened concept of inclusive education, across UNESCO regions and tailored to regional and national contexts.

**Result 2:** Production of inclusive curricular materials, reflecting a broadened concept of inclusive education, and tailored to regional and national contexts.

##### 5.2 Performance indicator(s) and associated target(s) and baseline(s)

###### Result 1: Performance indicators (associated targets):

- No. of national, regional and interregional meetings with policy-makers, educators and IE experts on a broadened concept of IE and the implications for developing and implementing policy frameworks and guidelines (3 meetings covering respectively one UNESCO region);
- No. of countries to which guidance is given in response to their requests for assistance in developing policy frameworks and guidelines (5 countries covering a minimum of 3 UNESCO regions);
- No. of regional and inter-regional workshops organized amongst policy-makers and IE experts in order to design concrete guidance manuals for policy makers (1 per Arab region and 1 per CIS region).

###### Result 2: Performance indicators (associated targets):

- No. of concrete guidance manuals and modules for schools and teachers produced, in coordination with UNESCO field offices, regional IE experts, educators and curriculum developers (1 manual respectively for the Arab and CIS regions);
- No. of regional and interregional capacity development workshops organized to develop capacity among IE experts, educators and curriculum developers on a broadened concept of inclusive education and the implications for developing and implementing inclusive curricula (1 meeting in three different UNESCO regions).

###### Result 1 and 2: Baseline:

- The baseline for both results 1 and 2 varies depending on the UNESCO region. Some countries already have policy guidelines and inclusive curricula which reflect a broadened concept of IE; however this is still to be effectively implemented across the education system. Others have few policy guidelines or examples of inclusive curricula or have guidelines and curricula which reflect a narrower concept of IE (i.e. special needs education and mainstreaming).
- Across all regions, consensus on the Conclusions and Recommendations of the 48<sup>th</sup> ICE will be built upon, in coordination with UNESCO Regional Offices and other partners.

#### 6. EXPECTED CONTRIBUTIONS (as appropriate)

##### 6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;

### 6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’

### 6.3. Contribution to the Intersectoral Platform’s expected results

## 7. IMPLEMENTATION STRATEGY

### 7.1. Context: issues to be addressed and key baseline

**Issues:** One of the IBE core activities in 2010 will be supporting the processes of curriculum change and management in the Member States. This working area is well aligned with one of the objectives of UNESCO Planning 2010-2011 (C5) aimed to build effective education systems from early childhood to adult years. Moreover, this area strongly relates to the topic of IE and the dissemination and implementation of the ICE outcomes through follow-up activities.

The IBE will focus on the following specific issues:

- The need for continued policy dialogue on a broadened concept of IE, where IE is understood as the core of EFA, as reflected in the ICE Outcomes. This will encourage the development of inclusive policy and curricular frameworks to support the attainment of EFA goals;
- Inclusive curricula should be understood as relating to products, processes and outcomes and as a tool to foster, develop and attain inclusive education.

**Baseline:** For both results 1 and 2 varies depending on the UNESCO region. Some countries already have policy guidelines and inclusive curricula; however this is still to be effectively implemented across the education system.

### 7.2. Description and rationale behind the interventions, and expected outputs

**Description:** Disseminating the ICE outcomes amongst relevant partners and stakeholders; Positioning a broad agenda of IE as a way to accelerate progress towards EFA goals; Promoting UNESCO’s leading role with respect to IE; Providing advice and support to countries on how they can develop and implement policies and curricula on IE, e.g. through guidelines, manuals, curriculum development workshops; Encouraging South-South and North-South-South cooperation for the promotion of IE, e.g. through the forging of partnerships and the establishment of regional action plans.

**Rationale:** Addressing the specific issues outlined above by developing and implementing inclusive policy frameworks and inclusive curricula which reflect a broadened concept of IE across all UNESCO regions, while being tailored to regional and national contexts (i.e. needs, challenges, resources, tools, etc.).

#### Expected outputs of Result 1 :

- National, regional and interregional policy dialogue promoted through meetings with policy-makers on a broadened concept of IE and the implications for developing and implementing policy frameworks and guidelines (all regions);
- Tailored guidance given in response to requests for assistance in developing policy frameworks and guidelines (all regions);
- Reference materials and other relevant documentation relating to IE policy and inclusive curricula (frameworks, resources, tools) shared and used by policy makers and IE experts in the development and implementation of policy frameworks (at meetings, online etc.);
- National, regional and interregional capacity development workshops organized to develop capacity mainly among educators, curriculum specialists and developers;
- Teacher competencies framework.

#### Expected outputs of Result 2:

- Production of inclusive curricular materials which reflect a broadened concept of IE across all UNESCO regions and are tailored to regional and national contexts;
- Concrete guidance manuals and curriculum development modules for schools, teachers and other

stakeholders produced, in coordination with regional IE experts, educators, curriculum specialists and developers (initially Arab and CIS regions).

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Key partners (expected roles):*

- UNESCO Field Offices e.g. Beirut, Moscow, Jakarta, OREALC (for activities relating to IE and inclusive curricula, e.g. to support the development of manuals, observatories of effective practices and advice for IE in Arab, Asia, CIS and Latin America region; to provide policy advice and to develop learning tools for IE);
- UNESCO HQ, especially the Working Group on EFA, Fast Track Initiative EFA; UNESCO Inclusion in Action Initiative (for activities relating to IE and inclusive curricula, e.g. to provide concrete examples for policy guidelines relating to different UNESCO regions; jointly organizing activities to position the issues of IE, inclusive curricula and teachers education for inclusion);
- European Agency for Development in Special Needs Education (development of a teacher education project relating to IE);
- Teacher Training Institutes and universities e.g. in Latin America and Africa (jointly organizing capacity development workshops on IE);
- Over 1250 COP members i.e. mainly policy-makers, educators and curriculum experts (contribute to regular knowledge production and sharing on IE and inclusive curricula)
- Policy-makers and curriculum developers (supporting the Ministries of Education in the development of IE policy and curricula).

*Major Beneficiaries (expected roles):*

- Governments - mainly policy-makers, educators, curriculum specialists, developers, and teacher trainers with access to IBE website or attending IBE follow-up activities (participate in events e.g. e-forums, conferences, workshops and benefit from knowledge production and sharing);
- International Organization, other social actors - NGOs working on IE projects may both support and inform of IBE activities on IE.

### **7.4. Geographical scope**

Global, regional and national.

### **7.5. Targeted interventions in favour of**

Youth, LDCs, disadvantaged and excluded groups, most vulnerable segments.

### **7.6. Specific programme issues addressed**

South-South cooperation and Triangular North-South-South cooperation.

## **8. BUDGET FOR 2010 (US\$) See annexed draft budget for 2010**

<b>IBE PROGRAMME 2010-2011</b>	
<b>Programme 2010</b>	
<b>1. Programme Title</b>	<b>Functioning of the IBE Council</b>
<b>2. Responsible Officer</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>Within the framework of Resolution 35 C/Res.4 (§ 2.), the Council, in conformity with the Statutes of the Bureau, provides advice and guidance for the IBE programs, ensuring that they are in line with UNESCO's strategic objectives and the priorities of Major Programme I; verifies budget execution and audited accounts; and assists in funds mobilization efforts.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Statutory functions performed and objectives established by the 35 <sup>th</sup> General Conference obtained.	
<b>5.2. Performance indicator(s) and associated target(s) and baseline(s)</b>	
Level of participation of the delegations, active interventions during the debates, stronger support to the IBE programs and operations, increased funding level.	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s):</b> None	
<b>6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality':</b> None	
<b>6.3. Contribution to the Intersectoral Platform's expected results:</b> None	
<b>7. IMPLEMENTATION STRATEGY</b>	
<b>7.1. Context: issues to be addressed and key baseline</b>	
<p>The context is established by paragraph 2 of the Resolution 4 adopted by the 35<sup>th</sup> General Conference, in which the General Conference:</p> <p><i>..Requests the IBE Council, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Bureau's budget for 2010 and 2011:</i></p> <p>(a) to ensure that the objectives and activities of the IBE correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I;</p> <p>(b) to consolidate and develop the programmes and projects of the Bureau with the aim of contributing to the achievements of the expected results of Major Programme I as listed below;</p> <p>(c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;</p>	
<b>7.2. Description and rationale behind the interventions, and expected outputs.</b>	
<ul style="list-style-type: none"> <li>• The Council will hold its 59<sup>th</sup> session in January 2010. The necessary follow-up actions will be carried out according to the given deadlines. It will be preceded by the two-day meeting of the Administrative Group;</li> <li>• The meeting of the Steering Committee (Summer 2010) will be prepared for, held and related decisions followed-up;</li> <li>• The 60<sup>th</sup> session of the Council (January 2011) will be convened and prepared for.</li> </ul>	
<b>7.3. Stakeholders: key partners and beneficiaries and their expected roles</b>	
Delegations of the 28 Member States of the Council and observers	
<b>7.4. Geographical scope:</b> Regional representation	
<b>7.5. Targeted interventions in favour of :</b> None	
<b>7.6. Specific programme issues addressed:</b> None	
<b>8. BUDGET FOR 2010 (US\$)</b> See annexed draft budget for 2010	





### **III. BUDGETARY FIGURES**

**The following table presents the budgetary situation as at 18 January 2010.**



## IBE - BUDGETARY FRAMEWORK 2010

<b>SPECIAL ACCOUNT</b>	<b>Budgetary framework</b>	<b>FUNDING SOURCES AND ESTIMATED ALLOCATIONS</b>												
		<b>UNESCO regular budget</b>	<b>Extrabudgetary resources 2010</b>				<b>Resources available from 2009</b>						<b>Other incomes 2010</b>	
			<i>Switzerland 2010</i>	<i>Israel</i>	<i>DDC</i>	<i>UNICEF</i>	<i>Polish stamps funds</i>	<i>SPAIN 2009*</i>	<i>DDC 2009*</i>	<i>2009 Reserves</i>	<i>PSC and Cost recovery 2009</i>	<i>Other income 2009**</i>	<i>Other income 2010</i>	<i>Outstanding amounts based on signed agreements***</i>
Situation as at 18.01.2010 (USD)														
<b>I. PROGRAMME ACTIVITIES</b>														
<b>I-1 Capacity development and technical assistance</b>	<b>879'100</b>													
Community of practice for curriculum development	290'000	273'200								16'800				
AFRICA project	400'000	43'066								11'521				
Technical co-operation projects/support to Member States	156'600				31'250	8'800		108'750		7'800				
The "GigaPan": Diversity and Inclusion in the Community	32'500									32'500				
<b>I-2 Knowledge production and management</b>	<b>431'000</b>													
Resource Bank and Observatory of educational trends	106'000									48'750				
Documentation and information	40'000									40'000				
Development of IBE website	85'000								85'000					
Research and Publications	200'000								147'281	52'719				
<b>I-3 Policy dialogue</b>	<b>200'000</b>													
Policy dialogue / Inclusive education	200'000	126'212	22'124							51'664				
<b>TOTAL I</b>	<b>1'510'100</b>													
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>														
<b>II-1 IBE Council (59th session/Steering Committee)</b>	<b>135'000</b>	70'000								65'000				
<b>II-2 General operating costs</b>	<b>290'000</b>									290'000				
<b>II-3 Institutional development: Coordination and prog dev</b>	<b>200'000</b>									95'000	105'000			
<b>TOTAL II</b>	<b>625'000</b>													
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'135'100</b>													
<b>III. Staff costs (Established posts)</b>	<b>2'330'000</b>	2'330'000												
<b>TOTAL EXPENDITURES 2010 (I+II+III)</b>	<b>4'465'100</b>	2'400'000	442'478	22'124	88'500	8'800	257'000	392'695	88'413	660'090		105'000		
<b>TOTAL INCOMES 2010</b>	<b>5'095'050</b>	2'400'000	500'000	25'000	100'000	9'000	257'000	443'787	99'900	875'264	50'968	171'735	65'000	97'396
<b>INCOMES 2010- EXPENDITURES 2010 = Estimated reserves by the end of 2010 to be used in 2011</b>	<b>629'950</b>		57'522	2'876	11'500	200		51'092	11'487	215'174	50'968	66'735	65'000	97'396

<b>ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES</b>	<b>Budgetary framework</b>	<b>UNESCO / UNAIDS</b>	<b>UNESCO Hanoi FO</b>	<b>UNESCO Windhoek FO</b>	<b>PCPD Special account</b>
Vietnam - Textbook review from a gender perspective	71'000		71'000		
Capacity development for curriculum and HIV and AIDS education	66'501	66'501			
Clearinghouse for curriculum and HIV and AIDS education	47'839	47'839			
EFA- Angola: Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions	50'000			50'000	
Post Conflict/Post Disaster project	76'224				76'224
<b>TOTAL EXPENDITURES 2010</b>	<b>311'564</b>	114'340	71'000	50'000	76'224
PSC/Cost recovery	42'909	17'500	9'000	6'500	9'909

(\*) Received in December 2009 (\*\*) Income deriving from rental of offices and other facilities and interest on IBE clearing account (\*\*\*) ABEGS, 58'000USD; GUYANE, 4'250USD; GTZ, 35'146USD





Annex IV  
UNESCO/BIE/C.59/Inf.3  
Geneva, 26 January 2010  
Original: English

---

**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 25–26 January 2010

**REPORT OF THE ADMINISTRATIVE GROUP**



## Opening of the session

1. The Administrative Group met on 25 and 26 January 2010. The participants present, members of the Administrative Group, were:

<b>Country</b>	<b>Name</b>
Benin	<b>H.E. Mr Olabiyi Babalola Joseph YAI</b> Ambassador, Permanent Delegate Permanent Delegation of Benin to UNESCO
	<b>Ms Françoise MEDEGAN</b> First Counsellor Permanent Delegation of Benin to UNESCO
Jordan	<b>Dr Bashar ABU TALEB</b> First Secretary, Permanent Mission of the Hashemite Kingdom of Jordan to the United Nations Office in Geneva and the Specialized Institutions in Switzerland
Latvia	<b>H.E. Ms Tatjana KOKE</b> Minister of Education and Science, Ministry of Education and Science
Malaysia	<b>Mrs Hajah Mokolus Kattubawa ROWTHER</b> Planning and Evaluation Policy, Curriculum Development Division, Ministry of Education
Dominican Republic	<b>H.E. Mrs Rita GUZMÁN</b> Vice-Minister of Education State Secretariat for Education
	<b>Mr David VERA</b> Counsellor Permanent Mission of the Dominican Republic to the United Nations Office in Geneva and Specialized Institutions in Switzerland
Switzerland	<b>H.E. Mr Rodolphe IMHOOF</b> Ambassador, Permanent Delegate of Switzerland to UNESCO
	<b>M. Bernard WICHT</b> Chef des affaires internationales Secrétariat général Conférence suisse des directeurs cantonaux de l'instruction publique (CDIP)
	<b>Mr Nicolas MATHIEU</b> Counsellor UNESCO Focal Point for Federal Administration Assistant Secretary-General Swiss Commission for UNESCO Federal Department of Foreign Affairs DP V

The following representatives were present as observers:

Mrs Márcia DONNER  
Deputy Permanent Delegate  
Permanent Delegation of Brazil to UNESCO

Mr Said Bin Salim AL-KITANI  
Deputy Permanent Delegate, Chargé d'affaires  
Permanent Delegation of the Sultanate of Oman to UNESCO

Mrs Aissa Abdul Gani BRAGA  
Director  
Department for Special Education, Ministry of Education and Culture, Mozambique

Mr Trindade NAHARA  
Director  
Department for Curriculum Development, Ministry of Education and Culture, Mozambique

UNESCO was represented by Mr Alexander SANNIKOV, Chief, Section for Liaison with Institutes, Field Offices and External Partners (ED/EO/IFE) and by Mr John HAIGH, Chief of the Section of Financial Reports and Accounting in UNESCO's Bureau of the Comptroller (BOC/FRA).

The IBE was represented by Mrs Clementina ACEDO in her capacity as Director of the IBE; Mrs Costanza FARINA, Secretary of the IBE Council; Mr Massimo AMADIO, Senior Programme Specialist; Mr Renato OPERTTI, Programme Specialist; Mr Mohammed BOUASSAMI, Administrator of the BIE and Mr Christian HARTMANN, Administrative Assistant.

The work of the Group was chaired by Mrs Hajah Mokolus Kattubawa ROWTHER, representative of Malaysia. Malaysia had been unanimously elected to the chair of the Administrative Group during the fifty-eighth session of the IBE Council (January 2009).

### **Adoption of the Agenda**

2. Before moving on to the adoption of the Administrative Group's Agenda the Administrative Group discussed item 2 of the Provisional Agenda of the Council (UNESCO/BIE/C.59/1/Prov.), and agreed on the high importance of item 10 on the "*Establishment of a Working Group in charge of finalizing the Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters*" as well as on the usefulness of having additional time to discuss this item in depth. It was suggested that the Council members could thus exchange views over the three days of the fifty-ninth session of the Council, and, by the end of the session, come to a consensus and decisions. It was also agreed that item 8: "*Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session*" and item 9: "*Discussion on IBE's fundraising strategy*" are closely connected to item 10 and are an integral component of the scope of work of the Working Group.

The Administrative Group, therefore, recommends that the Council consider the following **re-ordering** of the agenda items:

- **A first round of discussions on the item 10:** *Establishment of a Working Group in charge of finalizing the Strategy aimed at making the IBE UNESCO's Centre of*



*Excellence in curriculum-related matters” to take place during the morning of 27 January, immediately after item 4: “Address by the Representative of Ms Irina Bokova, Director-General of UNESCO”.*

- **Item 5:** “*IBE activities during 2009*” be entirely discussed during **the morning of 28 January**;
- **Item 8:** “*Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session*” and **item 9:** “*Discussion on IBE’s fundraising strategy*”, that are addressed during the presentations of the IBE Director on the 2009 activities and on the draft programme for 2010, **could be discussed together with item 10:** *Establishment of a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”* **on 28 January in the afternoon session**, since they will be part of the TOR of the WG, if the time allows and depending on the progress made on the other agenda items.

For clarity purposes, the original numbers of the agenda items will be maintained and revised for the final proceedings of the Council.

3. The Group then approved the **agenda** of its own meeting:

1. Opening of the meeting
2. Adoption of the Agenda
3. Forthcoming election of the members of the Administrative Group (subsidiary body of the IBE Council)
4. Report of the Director on activities carried out in 2009 (UNESCO/BIE/C.59/2) and pre-final accounts (UNESCO/BIE/C.59/Inf.2)
5. Draft Programme of activities (UNESCO/BIE/C.59/3) and the revised budget for 2010 (UNESCO/BIE/C.59/3/Add.)
6. Briefing on the status of the International Public Sector Accounting Standards (IPSAS) by the representative of the UNESCO Bureau of the Comptroller
7. Reflection on the future session of the International Conference on Education (ICE)
8. Discussion on IBE’s fundraising strategy
9. Establishment of a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters” (UNESCO/BIE/C.59/Inf.4)
10. Review and endorsement of the draft Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3)
11. Any other business
12. Closing of the meeting

#### **Forthcoming election of members of the Administrative Group (subsidiary body of the IBE Council)**

4. The members of the Administrative Group were reminded that, following the election of fourteen new members to the Council during the thirty-fifth session of the General Conference of UNESCO, the Council will be required during the present session to designate its new Steering Committee for the 2010/2011 biennium, as well as any subsidiary. Benin, Jordan and Latvia are no longer members of the Council. Nevertheless, in conformity with the Statutes of the IBE, which foresee members of the Steering Committee and its subsidiary bodies remaining in office until the election of new bodies, the Administrative Group was convened with its present composition.

## Report on activities carried out in 2009 and pre-final accounts

5. In her presentation of activities carried out in 2009, the Director emphasized that the IBE activities have had a special emphasis on Africa and that it had increasing recourse to partnerships as a way of implementing its programmes. For this purpose, the IBE had carried out several activities in collaboration with international organizations, particularly with UNESCO Field Offices and other UNESCO Institutes. She also emphasised the importance of new curriculum tools for training modules which are being produced and of new training courses that will be launched on-line (partially distant and partially presencial) with universities and research centres to encourage regional training platforms. The IBE is continuing to consolidate its role as a producer and distributor of knowledge by making more resources available on its multilingual website. Several publications have been completed and the quality of the review “Prospects” had been notably improved. Royalties amounted to US\$13,450 following the increase in subscriptions and downloading. As far as follow-up to the forty-eighth session of the ICE was concerned, thirty-eight activities have been carried out with more than 3,900 participants from 179 countries. The annual budget increased compared to previous years, thanks to new financial contributions, to more extra-budgetary activities, and to the implementation of the cost recovery policy in addition to resources mobilized specifically for the ICE.

6. Concerning human resources, the regular staff of the IBE represented 47% of the personnel. Use of other forms of contractual arrangements to increase human resources are BARD (*bourses d’assistants de recherche et de développement*), consultants, ALD (*Appointment of Limited Duration*) and others (associated expert, civil service) enabled the IBE to strengthen its technical capacities to support different programmes. Furthermore, the IBE has an internship programme under which it has qualified trainees. Concerning the training and capacity-building of IBE staff, among a number of training activities, a session for the entire personnel on “Result-Based Management” had been carried out at the IBE by UNESCO’s Bureau of Strategic Planning (BSP).

7. During the discussion of the Report, the members of the Administrative Group congratulated the Director for the very successful implementation of the 2009 programme and for the excellent quality of her presentation, particularly for its content and its methodology. It was recommended that the report and its presentation should form part of the basic documents for the Working Group responsible for finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”.

8. Clarifications were requested concerning the Africa Project, and South-South co-operation, particularly in the field of bilingual and multilingual education and the global priority on gender equality.

9. As far as the Africa Project (Polish Stamps Funds) is concerned, the Director explained that it had been carried forward to 2010 because of uncertainty about voluntary contributions, but that the availability of extra-budgetary resources enabled the IBE to carry out important programmes in Africa. However, in 2010, with more significant resources, a new Africa project will be launched and the themes of inclusion and multilingualism will be tackled (cf. paragraph 24). The Director recalled that within the context of the project on “Curricular innovations; Peace education and poverty alleviation in Africa”, the activities originally carried out in French-speaking countries were carried over into English-speaking and Portuguese-speaking countries. The documents produced will thus be available in three languages.

10. Moreover, South-South and North-South-South co-operation had been adopted by the IBE as the implementation modality of all programmes. Several activities carried out in Africa benefited from the experience of experts coming from Latin America and Europe. This is the case in activities in other regions as well. It was also stressed that countries of the South cooperate mainly by providing technical expertise and sharing successful experiences, whereas funding for South-South or North-South-South cooperation should come mainly from developed countries.

11. With regards to the priority on gender equality within IBE projects, at the request of the UNESCO Hanoi Office, the IBE had been involved in the launching of an important project on “the review of textbooks from a gender perspective”. This theme has also been dealt with by the activities carried out by the Community of Practices on curriculum development within the context of inclusive education, which addresses excluded groups, including subjects such as women and girls’ education.

12. The search for greater visibility of the activities conducted within the context of the Community of Practice (COP) was raised. It should be recalled that the activities of the COP are carried out as much at the regional level as at the inter-regional and national levels. The Community of Practice in Curriculum Development has consolidated into a worldwide space for knowledge production and sharing on curriculum issues. UNESCO leadership on inclusive education has been strengthened through the 48<sup>th</sup> session of the International Conference on Education and its follow-up activities.

13. As a proposition to increase resources for the IBE, the possible sale of IBE publications was discussed including the associated legal requirement of such a sale. The Director confirmed that, as a member of the Publications Committee of the Education Sector, she would raise this matter to assess the possibility of having new procedures introduced for this purpose. It is understood that the IBE will continue to distribute its publications free of charge to Ministries of Education, policy makers, research centres and researchers in developing countries.

14. In order to avoid confusion, it was recommended that fact sheet no. 8, concerning the functioning of the IBE Council, should not be included together with the “Programme activities” for 2009 and 2010.

15. The representative of the Comptroller explained that the pre-final accounts for 2009 had been reviewed by the Bureau of the Comptroller in close collaboration with the IBE. The size of the reserves can be explained particularly by the late arrival of contributions from Spain and from Switzerland (DDC) for 2009, which would, however, enable the IBE to ensure the launch of programmes approved by the Council at the beginning of 2010 while waiting for other funds to be accessed. The representative of the Comptroller explained that the difference between the revenue and expenditure for 2008 and 2009 was due to the financial implications of holding the ICE in 2008. He also repeated his proposal made during the Administrative Group’s meeting in January 2009 that it was in the interest of the IBE to have its accounts audited by UNESCO external auditors. Such an audit could be a useful and productive exercise both for management and for improving working procedures. The Director of the IBE supported the proposal that the 2010 financial year should be audited by external auditors.

16. The Administrative Group recommends to the Council to adopt this proposal and requests the Bureau of the Comptroller to make the necessary arrangements.

17. The Group thus expresses its recognition to the IBE Director and to her staff for their efficiency in implementing the programmes. The Group recommends that the Council approves the Report of the Director for 2009 as well as the Revised Appropriation Resolution for 2009:

**Revised Appropriation Resolution for 2009****The Council of the IBE,**

**Having examined** the report of the Director of the IBE concerning the activities for 2009 contained in document UNESCO/IBE/C.59/2 and C.59/Inf.2,

**Having taken note** of the expenditures by credit line, particularly those concerning the programme, as well as the availability of supplementary resources,

**Resolves** that, for the financial period 1 January - 31 December 2009, the total appropriation should amount to US\$3'835'966 to be financed by resources estimated at US\$4'186'235, as follows:

<b>I. EXPENDITURES (Obligations)</b>	US dollar
<b>I. PROGRAMME ACTIVITIES 2009</b>	
<u>I-1 Capacity development and technical assistance</u>	<b>548'911</b>
Community of Practice for curriculum development	248'703
Technical advice, support and training in member states	262'730
GIGAPAN	37'478
South-south cooperation/Africa	0
<u>I-2 Knowledge production and management</u>	<b>341'263</b>
Resource Bank	59'562
Documentation	40'428
Observatory of educational trends	64'066
Development of IBE web site	51'981
Publications	125'226
<u>I-3 Policy dialogue</u>	<b>315'753</b>
48th ICE follow-up	250'919
Policy dialogue	64'834
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>1'205'927</b>
<b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	
II-1 <u>IBE Council</u>	124'249
II-2 <u>General administration</u>	287'450
II-3 <u>Institutional development</u>	111'731
<b>TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	<b>523'430</b>
<b>III. STAFF COST (Established posts)</b>	<b>2'106'609</b>
<b>TOTAL EXPENDITURES (I+II+III)</b>	<b>3'835'966</b>
<b>Balance after 2009 liquidation of limited 2008 obligations + Foreign exchange provision 2009 for Unliquidated obligations</b>	<b>-84'760</b>
<b>II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT</b>	
UNESCO Regular budget	2'295'500
Voluntary contributions	1'621'896
Rental of offices and conference room	42'949
48th ICE exhibition income	72'479

Cost recovery	50'968
Interest deposit (clearing account and bank account)	42'671
Foreign exchange gains net	46'316
Royalties and sales of publications	13'456
<b>TOTAL INCOME</b>	<b>4'186'235</b>

### III. RESERVES

Excess of income over expenditures	435'028
Reserves and Fund balances, beginning of period	1'449'974
Savings on prior period's obligations	13'652

**TOTAL RESERVES (\*)** **1'898'654**

(\*) Including Polish Stamps Fund for US\$257'000, Spanish Contribution of US\$443'787 received in December 2009 and the Swiss (DDC) Contribution of US\$99'900 received in December 2009.

### Draft Programme of activities and budget for 2010

18. The Director presented the draft programme of activities for 2010. This draft corresponds to the following strategic objectives:

- alignment with the objectives of UNESCO Education Sector as laid down in the 35 C/5;
- priority to Africa and to gender equality;
- the promotion of South-South co-operation;
- expansion of support devoted to countries in post-conflict/post-disaster situations;
- a programme based on the comparative advantages of the IBE as a global centre for curriculum development;
- the development of innovative models for capacity development;
- extending regional and global networks;
- increasing visibility and strengthening partnerships.

She then presented the draft budgetary framework covering the financing of the programme for 2010.

19. During the discussion, the Group gave a very positive appreciation of the whole draft programme. Several questions were raised. The representative of the ADG/ED a.i. recalled that UNESCO's contribution is not allocated specifically to any one programme or for the financing of staff costs, but it is the IBE's task to decide upon its allocation. He also proposed that the IBE should be more explicit about how staff is allocated to carrying out programmes. He stressed the need to tackle all of these questions, as well as the cost of the Council in the context of the Working Group (WG) responsible for finalising the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters", and some innovative solutions could be proposed aimed at ensuring the financial stability of the IBE. He asked about the budget of the WG. He further suggested that the IBE should coordinate more with other Category I Institutes and the new Category II Institutes to achieve greater synergy of means and resources and also encouraged the IBE to undertake training in resource mobilisation.

20. The Director emphasized that the decision to use UNESCO allocation to cover staff costs was not a choice but a necessity, for it was the UNESCO personnel who was concerned. Nevertheless, from 2011 and despite the considerable and highly appreciated effort of UNESCO

to increase its financial allocation to the IBE, this would probably no longer cover all staff costs. Concerning the annual cost of organizing the Council, the cost of interpretation and of translating the documents into usually six languages is indeed high. It is the Council's responsibility to examine all of these questions in order to reach workable solutions.

21. It was recommended that the IBE should further strengthen its collaboration with other institutes with the objective of optimising its impact and its own visibility.

22. As far as the financial strategy is concerned, the representative of Switzerland confirmed that his country is ready to contribute to the financing of external expertise to support the Working Group responsible for finalizing the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters". He stressed that, even if the Working Group suggested innovative solutions to reduce the costs, this should not result in a reduction of UNESCO allocation but, on the contrary, that the funds should be re-invested in programme activities. The representative of the ADG/ED a.i. confirmed that savings will not lead to the reduction of UNESCO allocation.

23. In reply to a question on the budget of the Working Group, the Director thanked Switzerland for its financial support that covers external expertise and which represents approximately two-thirds of the tentative budget (estimated at US\$111,600) and invited the Members of the Council to make their own contributions to complete the financing. She also proposed that IBE might assume responsibility for the remaining third covering organizational arrangements under the budget line of Institutional Development.

24. In connection with the research project on bilingual and multilingual education in Africa that had been previously been discussed but could not be implemented in 2009, it was agreed that paragraph 30 of the document UNESCO/BIE/C.59/3, and the related fact sheet No. 5 of the same document, should have the following addition:

*"It will also engage stakeholders in the collaborative production of capacity-development tools that are relevant to local contexts and needs for processes of curriculum review, design an implementation and will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component."*

25. Concerning the devastating earthquake that on 12 January hit Haiti so violently, the Administrative Group recommended that the IBE should be involved, within the framework of its own mandate, in the post-disaster Action Plan established by UNESCO. The Director confirmed IBE's willingness to mobilize its technical capacities to contribute to UNESCO's response to the Haitian disaster.

26. In conclusion, the Group recommended that the Council should approve the draft programme and budget for 2010 as presented by the Director and should also approve the Appropriation Resolution for 2010.

### **Appropriation resolution No. 1/2010**

#### **The Council of the IBE,**

**Having examined** the report of the Director of the IBE concerning the activities for 2010 contained in document UNESCO/IBE/C.59/3,

**Decides that,**

a) For the financial period 1 January to 31 December 2010, a global amount of US\$4,465,100 is allocated for the objective mentioned in the appropriation table as follows:

<b><u>APPROPRIATION LINES</u></b>	US dollar
<b>I. PROGRAMME ACTIVITIES</b>	
I-1. Capacity development and technical assistance	879'100
I-2. Knowledge production and management	431'000
I-3. Policy dialogue	200'000
<b>TOTAL I</b>	<b>1'510'100</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEV.</b>	
II-1. IBE Council	135'000
II-2. General operating costs	290'000
II-3. Institutional development: coordination and programme development	200'000
<b>TOTAL II</b>	<b>625'000</b>
<b>III. STAFF COST (established posts)</b>	<b>2'330'000</b>
<b><u>TOTAL APPROPRIATION (I+II+III)</u></b>	<b><u>4'465'100</u></b>

(b) The total appropriation voted in paragraph (a) above shall be financed by the funds allocated for the operation of the Bureau and which are or shall be paid into the Special Account set up by the Director-General of UNESCO in accordance with the relevant provisions of the Organization's Financial Regulations and with Article 3 of the Financial Regulations applicable to the Special Account for the International Bureau of Education which entered into force on 1 January 1994, as follows:

<b><u>RESOURCES CREDITED TO THE IBE SPECIAL ACCOUNT</u></b>	US dollar
<b>I. INCOME 2010</b>	
UNESCO Regular Budget	2'400'000
Estimated extra-budgetary resources	634'000
Other incomes (offices rental, IBE's clearing account interest)	65'000
Outstanding amounts based on signed agreements	97'396
<b>II. RESOURCES AVAILABLE FROM 2009</b>	<b>1'898'654</b>
Polish stamps funds	257'000
SPAIN contribution received in December 2009	443'787
DDC contribution received in December 2009	99'900
Programme Support Cost/Cost recovery	50'968
Other incomes (offices rental, IBE's clearing account interest)	171'735
2009 reserves	875'264
<b><u>TOTAL RESOURCES (I+II)</u></b>	<b><u>5'095'050</u></b>
<b><u>Estimated RESERVES end of 2010: RESOURCES-EXPENDITURES</u></b>	<b><u>629'950</u></b>

(c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, contracts, fees, subventions, endowments, gifts, bequests and miscellaneous income, taking into account the provisions of Article 3.1 b of the Financial Regulations of the Special Account for the UNESCO International Bureau of Education (IBE). The Director shall provide the Council in writing, at the session following such action, information about the amounts accepted.

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2010 up to the amount appropriated under paragraph (a) above.

(e) The Director is authorized to make transfers between appropriation lines not exceeding 20 per cent of the total amount of the appropriation from which the funds are transferred.

(f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Council or its Steering Committee.

(g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US\$50,000, between appropriation lines, informing the Members of the Council in writing, at the session following such action, of the details of the transfers and the reasons for them.

(h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the IBE and of UNESCO and to incur obligations for such activities in accordance with the Regulations of the Special Account of the IBE and/or the Regulations and Rules of UNESCO and the agreements made with the donors.

(i) The constitution and management by the Director of the IBE of a reserve will be done in line with Article 7, paragraph 7.1 of the financial rules applicable to the special account of the International Bureau of Education. This reserve could be credited by funds coming from different sources and could amount to 5 – 10% of the annual budget. The Director of the IBE will make use of these funds according to the programme needs and present a report to the Council at the session immediately following their utilization. The creation of such a reserve should not impact negatively on the implementation of the activities adopted by the Council.

(j) In accordance with the financial regulation of the special account of the IBE, Article 6, paragraph 6.1 and 6.2, the Director will invest according to the existing rules and regulations of the Organization any funds not utilized for programme implementation.

### **Briefing on the status of the International Public Sector Accounting Standards (IPSAS) by the representative of the UNESCO Bureau of the Comptroller**

27. The representative of UNESCO's Bureau of the Comptroller recalled the historical background to the decision to adopt IPSAS by the thirty-fourth General Conference for introduction from 1 January 2010. He also recalled that a training/information session for the Institutes had been organized by the Bureau of the Comptroller in June 2008, and that a mission



had been undertaken in the last quarter of 2008 to each institute in order to identify all issues to be addressed and the specific questions requiring action by Headquarters. In September 2009, a telephone conference with the IBE had enabled a calendar to be established for the sequence of preparatory work with a view to applying IPSAS. The IBE Administrator then presented the steps completed by the IBE, the tasks accomplished and those remaining between now and the end of March 2010.

### **Reflection on the future session of the International Conference on Education (ICE) and Discussion on IBE's fundraising strategy**

28. During the presentation of the programme of activities for 2009 and the draft programme for 2010, the Director mentioned the main lines of the IBE's strategy for financial stability and growth.

29. The Administrative Group stressed the high relevance of the approach adopted by the IBE for the preparation of the forty-eighth ICE which resulted in the organization of several preparatory regional seminars. This approach ensured a wide democratic participation both during the Conference itself and through the regional meetings. The regional meetings were also a unique occasion to establish reinforced partnerships and to mobilize additional resources.

30. It was proposed that the strategy for resource mobilization should not only address the (traditional) donors, but be widened to reach out to both the private sector and public institutions, including those in developing countries.

### **Establishment of a Working Group (WG) in charge of finalizing the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters" (UNESCO/BIE/C.59/Inf.4)**

31. The Director presented the Draft Terms of Reference (TOR) for the Establishment of a Working Group in charge of finalizing the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters" and provided a brief background on this initiative.

32. The Administrative Group, after having discussed the item, agreed to submit the following recommendations for consideration of the Council:

- A. The Draft Terms of Reference for the establishment of a Working Group charged with the finalization of the Strategy (document UNESCO/BIE/C.59/Inf.4) should be considered as a good base for the discussion of the Council;
- B. the added value of the IBE as an international institution, offering the comparative dimension of curriculum related matters, should be put forward;
- C. the IBE Strategy 2008-2013 and the Strategy on the Centre of Excellence document to be elaborated by the WG should be maintained separate;
- D. the discussions of the Council should give general advice with regards to the scope of work of the TOR;
- E. The basic working documents of the WG should include the following: I) IBE Strategy 2008-2013; II) the report of the Director on the implementation of the 2009 programme and her related presentation; III) the revised draft "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters" which was distributed to the Council Members in July 2009; and IV) the document on the "Revised and Completed Guidelines regarding the Establishment and Operation of UNESCO Institutes and Centres

(Category 1) and Institutes and Centres under the auspices of UNESCO (Category 2)”, as approved in Resolution 33 C/90;

- F. the Calendar of the WG should be kept flexible and left to the members of the WG to finalize;
- G. funding sources to cover the participation of some members of the WG from developing countries should be identified with the support of the Members of the Council;
- H. the Council should come to a consensus on simplified TOR (scope of work, composition, calendar and other items) in the form of decisions.

33. Upon a few comments regarding the sentence “The nomination will be considered as a personal commitment and will not be delegated to a second person” (para 13 of the draft TOR) the IBE Director clarified what seems to be a misunderstanding, and confirmed that the members of the WG should be officially nominated by the respective countries, but that the same person should take part in the Working Group meetings to ensure continuity and efficiency of the work.

### **Review and endorsement of the draft Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3)**

34. The Secretariat presented the draft Report of the Administrative Group in English covering the discussions of the first day, which was amended by the participants.

### **Any other business**

35. It was confirmed that the final Report of the Administrative Group will be presented to the Council in English and French.

### **Closing of the meeting**

36. The President thanked all the participants for their involvement and contributions to the work of the Administrative Group and declared the session closed on Tuesday, 26 January 2010 at 12:40 p.m.

**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**STRATEGY AIMED AT MAKING THE IBE  
UNESCO'S CENTRE OF EXCELLENCE IN CURRICULUM-RELATED MATTERS**

Draft Terms of Reference (TOR)  
for the establishment of a Working Group charged with the finalization of the Strategy



## **Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters**

*Draft Terms of Reference (TOR) for the establishment of a Working Group  
charged with the finalization of the Strategy*

### **A) Background**

1. By 34 C/Resolution 4, the General Conference requested the Director-General to submit at its 35<sup>th</sup> session a strategy designed to make the IBE UNESCO's Centre of Excellence in curriculum-related matters, and a report on the resources required for that purpose. It noted that the strategy and the report should be formulated in accordance with the overall strategy for UNESCO institutes and centres and their governing bodies, as approved in 33 C/Resolution 90.

2. As reflected in the IBE Strategy 2008-2013 and in the 35 C/5, the IBE contributes to the attainment of quality EFA by promoting the development of quality curricula. To this end, it builds networks to share knowledge and foster national capacities for curriculum change and development. The IBE aims at: (i) enhancing the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers (Capacity Development and Technical Assistance); (ii) improving the quality of curriculum-making processes and products (Knowledge Production and Management); and (iii) informing innovative policies and practices in the field of curriculum reform and change (Policy Dialogue), which also includes the organization of the International Conference on Education (ICE) and its follow-up.

3. The process of preparing the strategy to make the IBE UNESCO's Centre of Excellence in curriculum-related matters started in late 2008 and was guided by the comments and suggestions of the IBE Council members at its 58<sup>th</sup> session (January 2009). It represented an opportunity for change and innovation as well as a challenge in the current financial crisis. It implied important introspective work, as well as external consultations in order to clarify the IBE's added values and its role within UNESCO:

- as a global centre and a field-oriented institute with specialized expertise on curriculum development;
- bringing the international and comparative dimension to knowledge production and capacity development;
- creating synergies among its three core functions on curriculum development, namely capacity development, knowledge production and policy dialogue.

4. The preparatory work advanced substantively in 2009 and with document 35 C/18 (attached as *annex no.1*) the IBE reported on the progress achieved and proposed the next steps. By 35 C/Resolution 14, the 35<sup>th</sup> General Conference endorsed the suggestion that a Working Group (WG) charged with the finalization of the Strategy be established and that the related draft Terms of Reference (TOR), reflecting the scope of work and a calendar, be presented to the 59<sup>th</sup> session of the IBE Council. It was also agreed that the TOR should include aspects related to the governance, management tools, institutional linkages, resources, partnerships and visibility of the IBE.

5. The requested strategy to make the IBE UNESCO's Centre of Excellence and report are not meant to replace the IBE Strategy 2008-2013, which remains valid to define IBE's vision regarding quality curricula and the main areas of work and objectives of the Institute. By the General Conference Resolution, it is expected to consider, revise and define in a complementary approach to the existing mid-term strategy\*, the modalities of work of the IBE to improve its capacity to fulfil its mission, with adequate resources. Those elements should be useful for a period starting in 2011 and going beyond 2013. Still, the Working Group will have to define whether the two documents (the existing IBE Strategy 2008-2013 and the strategy to make the IBE UNESCO's Centre of Excellence) should exist as two separate and complementary documents or should be merged into one new comprehensive strategy for IBE. The consolidated version of the strategy to make the IBE UNESCO's Centre of Excellence and report should be submitted to 36th session of the General Conference.

## **B) Scope of work**

6. The finalization of the strategy can be viewed as a focused process that builds on the work accomplished and adds value by encompassing more in-depth dimensions related to governance, management, institutional linkages, resources, partnerships and visibility. The process will benefit from the guidance and the intellectual contributions of Member States and experts, resulting in a shared vision on the IBE's "needs to change" to fulfil its role as a Centre of Excellence on curriculum related matters within the evolving UNESCO and more broadly for the international community. Despite the current economic and financial crisis, this process is also expected to facilitate fund-raising efforts, resource mobilization and the strengthening of partnerships, to ensure that the IBE will be in a position to successfully implement its mission.

7. In light of the previous discussions and based on the existing draft strategy, the WG will provide guidance and orientations at the strategic and policy level on a range of interlinked key areas. The IBE Secretariat will be assigned with the drafting task, to capture and articulate the specific inputs provided by the WG. The work will be done within existing resources and if possible voluntary funds. The WG could decide, as appropriate, to outsource short-term expertise to support the process and to hold UNESCO Member States and other stakeholders' consultations.

8. The wider context of UNESCO and its Member States – including other global and regional entities -, the Education Institutes and partners on curriculum development from the international education community will be considered, as well as the role of the IBE within the international academic community and networks of curriculum centres (institutional linkages). The WG will be examining, and further refining, the following aspects:

- Programmatic focus and main action areas, including the organization of the ICE sessions;
- Governance (structure and function of the governing body);
- Management (results based management, monitoring, assessment tools, improving IBE's role and impact);
- Partnerships (research, relationships with international organizations and the international academic community);

---

\* IBE Strategy 2008-2013

- Visibility (how –and to whom - to communicate in the most efficient manner and for higher impact);
- Resources (means needed to fulfil its mission, staffing, funding sources, stakeholders, Council support, prioritization);
- Prioritization options (scenarios to maximize the IBE strengths).

9. It should be recalled that the final document to be submitted to the 36<sup>th</sup> General Conference of UNESCO may likely adhere to the established standard format (not more than 1,900 words).

### **C) Composition**

10. To ensure full representation, while at the same time providing for an efficient accomplishment of its task, the WG should have a lean and reliable structure. Based on Article IV, § 6, of the Statutes of the IBE, according to which: “*The Council may set up subsidiary bodies to assist in the execution of its specific tasks*”, it is proposed that the WG follow the same criteria used for the establishment of the Administrative Group of the IBE Council and the Working Group to assist the IBE Director in the preparations of the ICE.

11. According to the principle of geographical representation, each of the six electoral groups will nominate two members of the WG; member’s nomination will be agreed upon within the respective electoral groups. UNESCO Member States members and non-members of the Council could be considered as observers. The ideal profile of the WG member, as well as the observer, should include familiarity with UNESCO and IBE work as intergovernmental bodies and experience in educational policy, strategy formulation and institutional development.

12. UNESCO will be represented in the WG by the IBE Director and by a senior staff member of the Education Sector, who both may be accompanied by additional senior staff.

13. The designated members should ensure full availability to engage in the process during the actual meetings, the related preparatory exchanges (e-mails, phone conferences and others) and in the follow-up actions. The nomination will be considered as a personal commitment and will not be delegated to a second person.

14. The WG could decide to use external consultants and/or to conduct consultations, as appropriate.

15. In light of the above, the proposed WG composition would be the following:

- Two representatives of each of the six electoral groups, among the Member States of the Council (total of twelve representatives);
- The IBE Director and a senior representative of the Education Sector;

Observers from States, members and/or non-members of the Council, from Intergovernmental Organizations and UNESCO and/or IBE support staff can attend the meetings of the WG, as well as external consultants if so required by the WG.

16. The WG will meet within the IBE premises in Geneva. Should, however, the majority of the members be based in Paris, or find it more convenient, meetings could alternatively be held at UNESCO Headquarters. The expenses related to the participation of each member shall be borne by the respective institutions/countries. At its first meeting, the WG will decide on its working modalities and the calendar should be as far as possible finalized. The schedule can only be modified by the majority of two thirds of the WG members. There is no quorum requirement for the WG to proceed; if one or more electoral groups are not represented in a WG meeting, the WG can nonetheless proceed and make decisions.

17. The IBE will perform the function of Secretariat and will facilitate the work of the WG in terms of organizational arrangements and logistical support. Simultaneous interpretation will be provided in English and French languages.

#### **D) Calendar**

18. It is proposed that the WG will meet four times within 2010 according to the following calendar:

- 1<sup>st</sup> meeting: immediately after the 59<sup>th</sup> session of the IBE Council, possibly in the afternoon of 29 January 2010;
- February to mid-March: Period for drafting, first revision (structure, issues identification, etc.) of the draft strategy;
- 2<sup>nd</sup> meeting: Mid-April, Paris, at the margin of the 184<sup>th</sup> Executive Board session (30 March – 15 April 2010);
- Mid April to May: stakeholders' consultation;
- June : Second revision of the draft strategy;
- 3<sup>rd</sup> meeting: 30<sup>th</sup> August, the day before the meeting of the IBE Steering Committee in summer 2010, to review the draft strategy (revised based on the previous meeting) and report to the Steering Committee on the finalization process, for comments;
- September: Members States consultation;
- 4<sup>th</sup> meeting: Mid-October, Paris, at the margin of the 185<sup>th</sup> Executive Board session (11 – 22 October 2010).

19. The final strategy will be submitted for adoption to the 60<sup>th</sup> session of the IBE Council, in January 2011.





**General Conference**  
35th session, Paris 2009

35 C

United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

Item 5.4 of the provisional agenda

35 C/18  
22 septembre 2009  
Original: English

**STRATEGY AIMED AT MAKING THE IBE UNESCO'S  
CENTRE OF EXCELLENCE IN CURRICULUM-RELATED MATTERS**

**OUTLINE**

**Background:** By 34 C/Resolution 4, paragraph 3, the General Conference requested the Director-General to submit to it at its 35th session a strategy designed at making the International Bureau of Education (IBE) UNESCO's centre of excellence in curriculum-related matters, including a report on the resources required for that purpose.

**Purpose:** The Director-General highlights the main steps that have been taken in the process of preparing the strategy and reports on the recommendations of the Steering Committee of the IBE Council, which deliberated on this matter on 4 September 2009.

**Decision required:** paragraph 9.

1. By 34 C/Resolution 4, the General Conference requested the Director-General to submit to it at its 35th session a strategy designed to make the International Bureau of Education (IBE) UNESCO's "centre of excellence" in curriculum-related matters, and a report on the resources required for that purpose. It noted that the strategy and report should be formulated in accordance with the overall strategy for UNESCO's institutes and centres and their governing bodies, as approved in 33 C/Resolution 90. This document describes the process carried out by the IBE to respond to that request and the steps to come.

2. In January 2008, the IBE Council at its 56th session deliberated on this matter and requested the Director of the IBE to prepare a preliminary draft strategy aimed at making the IBE UNESCO's

centre of excellence in curriculum-related matters, and giving due consideration to resource mobilization, and to submit it to the Council at its 58th session.

**ACTIONS TAKEN: Work in progress**

3. In January 2009, the document “Preliminary draft strategy aimed at making the IBE UNESCO’s centre of excellence in curriculum-related matters” was submitted to the IBE Council at its 58th session. During the ensuing debates, it was acknowledged that the timeframe for the preparation of the strategy had been very tight, since it coincided with the final preparations for, and convening of, the 48th session of the International Conference on Education (ICE) held from 25 to 28 November 2008, which had already placed very heavy demands on IBE staff. Considering the document as the first step in initiating a fruitful discussion on this important issue, the delegations conveyed their valuable comments on the draft.

4. In this context, the Council decided that the document should be revisited to reflect the views expressed and that additional consultations should take place. The revised draft would then be presented to the meeting of the Steering Committee of the IBE Council planned for the summer of 2009. With this endorsement, the document would subsequently be transmitted to the General Conference at its 35th session.

5. During the first months of 2009, a first round of consultations was initiated with members of the IBE Council, representatives of the host country and senior staff of the Education Sector. At the same time, preparations were made for the meeting of the Steering Committee of the IBE Council, which had initially been planned for 13 July 2009 but was subsequently postponed to 4 September 2009 due to unforeseen circumstances. In July 2009, the first version of the revised Strategy was prepared and, as requested by the IBE Council, forwarded to all Members of the IBE Council for their comments.

6. On 4 September 2009, the Steering Committee of the IBE Council held its annual meeting in Geneva to discuss, among other agenda items, the next steps regarding the revised Strategy. In accordance with the decision of the IBE Council at its 58th session (January 2009) on this item, the Steering Committee meeting was open to all Member States of the IBE Council: five Member States of the IBE Council therefore participated in the discussions in addition to the Steering Committee.

7. A very fruitful debate ensued. Note was taken of the progress achieved to date and of the positive comments received from some Member States on the revised document. Finally, the Member States agreed that a strategy of this importance would require additional time for further consultations involving new Member States of the IBE Council and including more extensive inputs, building on the work already accomplished.

8. The Member States attending the meeting of the Steering Committee were also of the view that the Director-General should set up a working group tasked to finalize the Strategy; that the working group should consist of Member States of the IBE Council and other experts as appropriate; and that the Terms of Reference and calendar of the working group should be submitted to the next session of the IBE Council, scheduled to take place in January 2010. It was noted that the Terms of Reference should include aspects related to the governance, partnerships and visibility of the IBE. The working group was requested to complete its assignment in time for the Director-General to submit the final Strategy to the General Conference at its 36th session.

### Proposed draft resolution

9. In view of the above, the General Conference may wish to adopt the following draft resolution:

The General Conference,

1. Recalling 33 C/Resolution 90 and 34 C/Resolution 4,
2. Taking note of document 35 C/18, in which the Director-General highlights the main steps that have been taken and the progress achieved in the process of preparing a strategy designed at making the International Bureau of Education (IBE) UNESCO's centre of excellence in curriculum-related matters,
3. Taking into consideration the views and recommendations of the Member States of the Steering Committee of the IBE Council, which met on 4 September 2009 in Geneva, concerning the finalization of the Strategy,
4. Requests the Director-General to continue to prepare the "Strategy aimed at making the IBE UNESCO's centre of excellence in curriculum-related matters" and invites him to submit to the next session of the IBE Council draft Terms of Reference reflecting the scope of work and the calendar for the establishment of a working group charged with the finalization of the Strategy;
5. Further requests the Director-General to submit to it at its 36th session a consolidated version of the Strategy.



**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**PROGRAMME**

**FORUM: “INCLUSIVE EDUCATION  
WITH SPECIAL FOCUS ON CURRICULUM DEVELOPMENT”**

held on  
Wednesday, 27 January 2010 from 3:00 to 6:00 p.m.  
at the Varembe Conference Centre, 9-11, rue de Varembe.



## **Objectives**

This forum aims at discussing the implications that an inclusive education approach has in curriculum development and how it can further accelerate the attainment of Education for All (EFA) goals and contribute to building more inclusive societies. It will thus address school development towards inclusion, the central role of curriculum in this process and the complex interfaces between social and educational inclusion.

## **Context**

The preparation, outcomes and follow-up of the 48<sup>th</sup> session of the International Conference on Education (ICE) on “Inclusive Education: The Way of the Future” have considerably contributed to establishing a general global consensus on a broadened concept of inclusive education as a core strategy for achieving EFA goals and, in particular, as “*an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination*” (48<sup>th</sup> ICE Conclusions and Recommendations, November 2008).

The discussions surrounding the 48<sup>th</sup> ICE have also provided a unique opportunity for countries to share experiences where individuals and groups have been excluded from education systems, and the reasons behind this exclusion, as well as to identify respective priorities and successful initiatives for promoting educational and social inclusion. Policymakers, educators, curriculum developers, teacher trainers, supervisors, principals and teachers have also been supported in the development and implementation of inclusive educational policy and curricular frameworks, through capacity development activities and the provision of useful reference materials. UNESCO is increasingly recognised and acknowledged for its leading role in this field.

## **Agenda**

1. Opening of the forum and introduction of panellists by the IBE Director (*7 minutes*)
2. Projection of the video on approaches, scope and content of inclusive education, prepared for the 48<sup>th</sup> session of the International Conference on Education (*11 minutes*)
3. “Developing Inclusive Education Schools and Classrooms: Levers and Barriers from an International Perspective”, Prof. Mel Ainscow (*15-20 minutes*)
  - Prof. Mel Ainscow will focus on the main levers and barriers for developing inclusive education schools and classrooms, the essential role of fostering close collaboration and partnership between all educational stakeholders, and the development of curriculum and learning support materials relevant to regional contexts.
4. “Developing and Implementing an Inclusive Curriculum”, Ms. Irmeli Halinen (*15-20 minutes*)
  - Ms. Irmeli Halinen will focus on defining inclusive curricular frameworks, effective strategies for inclusive curriculum development and implementation at national and local levels, and encouraging and integrating innovative approaches to teaching, learning and assessment which support inclusive curricula.
5. “Complex Interfaces in Developing Public Policies to Promote Educational and Social Inclusion”, Prof. Juan Carlos Tedesco (*15-20 minutes*)
  - Prof. Juan Carlos Tedesco will focus on the complex interfaces between social and educational inclusion; current challenges, priorities and reform strategies for education systems across Latin America; and effective public policies to promote inclusive education.
6. Discussion based on comments and feedback (*1 hour*)
7. Wrap-up by the three keynote speakers (*5 minutes per speaker*)

## **Biographies**

### **Mr. Mel Ainscow**

Professor, School of Education, University of Manchester  
Manchester, United Kingdom

Professor of Education and co-director of the Centre for Equity in Education, University of Manchester. The British Government's Chief Adviser for the Greater Manchester Challenge, an improvement programme aimed at breaking the link between social disadvantage and educational outcomes, as well as an experienced and widely travelled UNESCO consultant. Previously a head-teacher, local authority inspector and lecturer at the University of Cambridge. His research explores connections between learner diversity, teacher development and school improvement. He is one of the most recognised authors in the field of inclusive education. He recently co-published two books: *Improving Urban Schools: Leadership and Collaboration*; and *Improving Schools, Developing Inclusion* (2006). He also published the *Index for Inclusion: Improving Learning and Participation in Schools* (2002), which has been widely applied by schools in both developed and developing countries.

### **Ms. Irmeli Halinen**

Head of the National Curriculum Development Unit  
Finnish National Board of Education, Helsinki, Finland

Head of the National Curriculum Development Unit of the Finnish National Board of Education. She is also a member of the Finnish Education Evaluation Council and the Finnish National Commission for UNESCO, and a permanent expert member of the Advisory Board of the Ombudsman for Children in Finland. Since the 1970's, she has been actively involved in developing Finnish basic education and in other national reform projects. She is also the author of numerous publications, including *Towards Inclusive Education: The Case of Finland* (Prospects No. 145, UNESCO-IBE, 2008).

### **Prof. Juan Carlos Tedesco**

Executive Director, Unit of Strategic Planning and Evaluation of Education in Argentina,  
Presidency of the Republic, Buenos Aires, Argentina

Secretary of State, Executive Director of the Unit of Strategic Planning and Evaluation of Education in Argentina. Former Minister of Education of Argentina and Secretary of Education of Argentina. Previously, the Director of the Regional Office of the International Institute of Educational Planning, (Buenos Aires, Argentina), the International Bureau of Education (Geneva, Switzerland), UNESCO's Regional Office for Education in Latin America and the Caribbean (Santiago, Chile), and UNESCO's International Institute for Higher Education in Latin America and the Caribbean, (Caracas, Venezuela). He is the author of several articles and books on education and society, including *The New Educational Pact: Education, Competitiveness and Citizenship in Modern Society* (1997). He has also been a member of the Academic Council of the University of Geneva (Switzerland), and of the Council of the National Institute for the Quality of Education (INCE), Madrid (Spain).



## Overview of the follow-up to the 48<sup>th</sup> International Conference on Education (ICE)

### Background

The 48<sup>th</sup> ICE involved a dynamic process encompassing the preparatory stage, the ICE proper and follow-up events with the view to promoting, fostering and contributing to the attainment of policy and curriculum frameworks grounded on a broadened concept of inclusive education (IE).

The IBE has organized, co-organized or participated in a total of 34 follow-up activities of the 48<sup>th</sup> ICE, namely 17 policy dialogue workshops, 10 conferences relating to IE and 7 capacity development workshops on inclusive education and inclusive curricula. Over 2,600 participants from 113 countries were involved in these activities. The IBE has been working with a range of experts, partners and stakeholders at the international, regional, national and local level.

### Key achievements

- (a) Awareness raised and consensus developed on a broadened concept of IE as a key strategy for achieving EFA and the relevance of changing the curricula to support policy developments on IE;
- (b) Increasing recognition of UNESCO's leading role with regard to IE;
- (c) Identification of the respective challenges and priorities of different regions and countries for supporting the implementation of a broadened concept of IE in 2010-2011;
- (d) Policymakers, curriculum developers and teachers supported in the development and implementation of inclusive education policies and strategies, mainly through capacity development and provision of useful materials online and face-to-face, e.g. relating to the 48<sup>th</sup> ICE outcomes, inclusive education and inclusive curricula (policy briefs, guidelines, tools, multimedia, reports, useful websites and publications) in all UNESCO languages.

### Main challenges

- (a) Engage, convince and mobilize institutional support and understanding from key partners, i.e. inter-governmental organizations, universities, NGOs and other institutions of civil society, to foster policy and curriculum frameworks around a broadened concept of IE, as a key principle to further attain EFA goals;
- (b) Effectively implement a policy dialogue and IE initiatives across all UNESCO regions.

### Lessons learnt

- (a) Relevance of carefully tailoring the activities to the regional and national expectations and needs;
- (b) Need to generate a sense of ownership at the regional and national levels;
- (c) Added value of positioning the IE agenda within activities which involve UNESCO effectively working as a whole;
- (d) Added value of a variety of strategic partnerships at all levels;
- (e) UNESCO's comparative advantage as a well respected and experienced international organization, with the necessary tools and capacities for supporting reform efforts and mobilising resources amongst a range of experts, partners and stakeholders.





## UNESCO Education Programme (2010-2011)

Qian Tang  
Assistant Director-General for Education, a.i.

The Fifty-Ninth Session of the IBE Council  
27-29 January 2010, Geneva

1

## Major education trends

- Increase in primary school enrolments in Africa and South Asia – more rapid than in 1990s; progress towards gender parity
- Impact of public policies: school fee abolition, school construction in underserved areas, teacher recruitment
- In a majority of countries with data, national spending on education has increased since 2000, international aid has supported progress
- Increasing demand for secondary education but enrolments still much lower than at primary level in most developing regions
- Renewed interest in TVET
- Rapid growth in tertiary education

2

## Key features of 35 C/5 MP I

### Increased programmatic focus :

- **Four priority results:** literacy, teachers and skills/TVET and sector-wide policy and planning
- **20 priority countries:** Targeted assistance to countries least likely to achieve EFA. (\$6 million).  
Selection criteria: LDC, low EDI, Post-conflict status
- Increased **focus on Africa** as the priority region  
(5% points increase from 34 C/5 to 32% in 35 C/5 of the activity budget, including regional institutes)
- Increased focus on **upstream policy advice** and **capacity development** activities

3

## Key features of 35 C/5 MP I

- Increased alignment and synergies between Major Programme I and the Education **Institutes and Centres**
- Reinforcing results achieved under RP through a focused and better aligned **Complementary Additional Programme** of extrabudgetary activities

4

## Structure of Major Programme I

**BSP 1: Supporting the achievement of Education for All in countries in need**

- MLA 1: Building blocks for EFA: literacy, teachers and work skills
- MLA 2: From early childhood to the adult years: building effective education systems
- MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector

**BSP 2: Providing global and regional leadership in education**

- MLA 4: Leading the education agenda: coordinating international efforts in education and tracking trends

5

## 14 Expected Results:

### BSP 1

#### MLA 1:

- 1. Literacy
- 2. Teachers
- 3. TVET / skills for work

#### MLA 2:

- 4. ECCE
- 5. Basic Education
- 6. Secondary Education
- 7. Higher Education

#### MLA 3:

- 8. Sector policy analysis, planning, management
- 9. ESD in policies & plans
- 10. Education sector responses to HIV and AIDS

### BSP 2

#### MLA 4:

- 11. EFA coordination
- 12. GMR & other education reports
- 13. DESD coordination
- 14. Normative & standard setting instruments in education

6

## RP Budget 35 C/5 for MP I (in \$ million)

■ Activities budget:	\$38.7 (32.6%)
■ Allocation to Cat. I ED Institutes:	\$17.5 (14.8%)
■ Staff:	\$62.4 (52.6%)
■ Total:	\$118.5

7

## ED Category I Institutes:

- Six ED category I Institutes: IBE, IIEP, UIL, IITE, IICBA, IESALC
  - The 35<sup>th</sup> Session of the General Conference approved the creation of a new Category I Institute in India- the Mahatma Gandhi Institute of Education for Peace and Sustainable Development
  - \$17.5 M allocation to the Institutes
  - Better alignment with the expected results of MP I in the fields of research, training and capacity development
- Challenges:
- How to consolidate further alignment between institutes and MP I ?
  - How to mobilize extrabudgetary funds to assure their sustainability?

8

## ED Category 2 Centres

- Asia-Pacific Centre for Education for International Understanding (APCEIU) in Seoul/Icheon, Republic of Korea (est. in 2000)
- International Centre for Girls and Women's Education in Africa (CIEFFA) in Ouagadougou, Burkina Faso (est. in 2001)
- Guidance, Counselling and Youth Development Centre for Africa (GCYDCA) in Lilongwe, Malawi (est. in 1998)
- International Research and Training Centre for Rural Education (INRULED) in Beijing, China (est. in 1994)
- Regional Centre for Education Planning (RCEP) in Sharjah, United Arab Emirates (est. in 2003)
- South-East Asia Centre for Lifelong Education for Sustainable Development (SEA-CLLSD) in Manila, Philippines (est. in 2009)
- Regional Centre for Early Childhood Care and Education in the Arab States (RCECCEAS) in Damascus, Syria (est. in 2009)

9

## UNESCO Allocation to Institutes

Biennium	2008-09	2010-2011
IIEP	5,100,000	5,300,000
IBE	4,591,000	4,800,000
UIL	2,300,000	2,000,000
IITE	1,100,000	900,000
IICBA	2,000,000	2,500,000
IESALC	2,200,000	2,000,000
<b>Total Institutes</b>	<b>17,291,000</b>	<b>17,500,000</b>

10

## Common challenges

- Serious financial stress
- Staffing constraints
- Extrabudgetary dependency and financial instability
- Better coordination with HQs, RBs, FOs and other Institutes to ensure the effectiveness of programme implementation

11

## IBE

- IBE's UNESCO allocation -increase in 2010-2011 (from \$4,591,000 to \$4,800,000 )
- Financial and personnel constraints- the need for more proactive and innovative approaches
- The need for more dynamic fund-raising strategy
- The Future of ICE – the need for in-depth analysis and innovative vision
- The crucial role of the IBE Council
- The 35-th session of the General Conference decision to finalize the Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters: establishment by the IBE Council of the special Working Group charged with the finalization of the Strategy to be submitted to the 36-th session of the GC

12



## International Bureau of Education

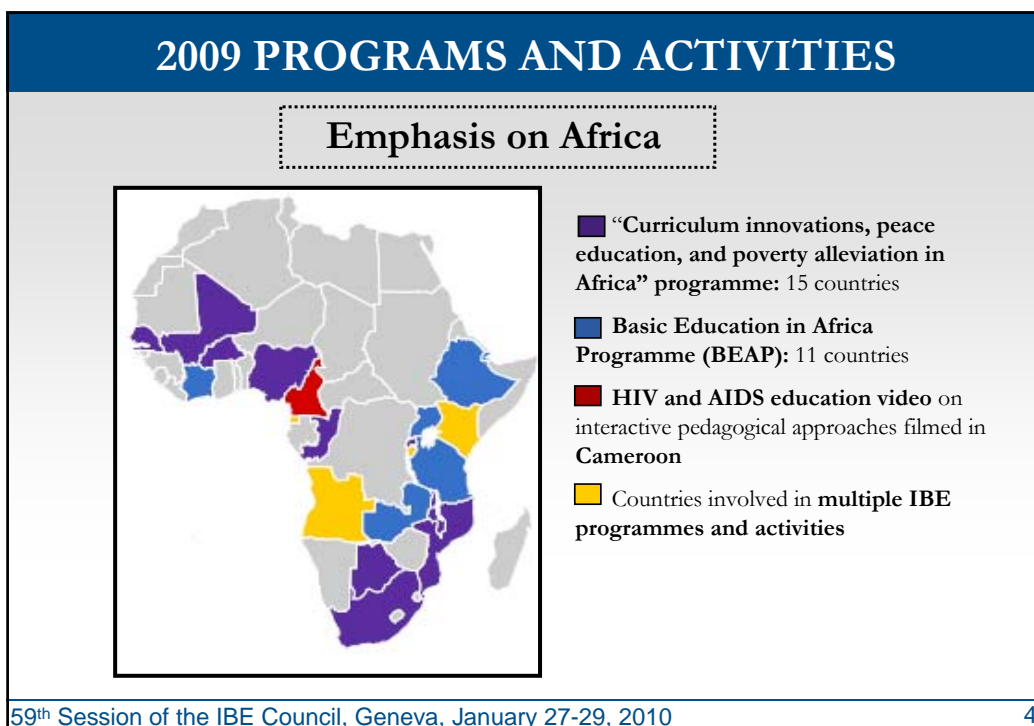
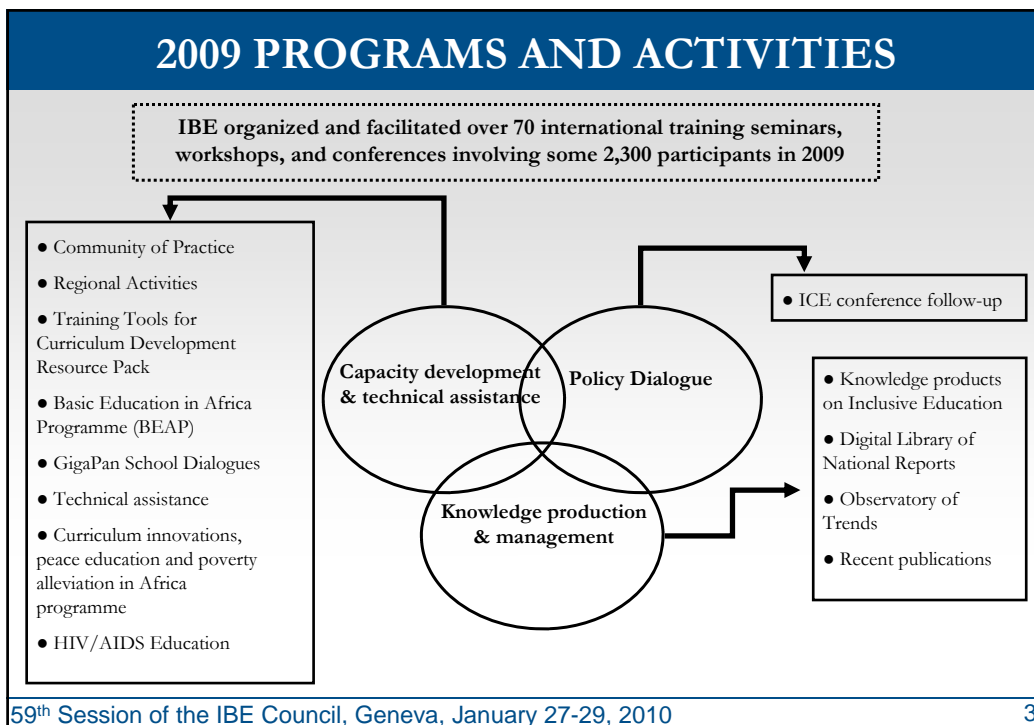
### Report of the IBE Director on the activities during the period 1 January to 31 December 2009



59<sup>th</sup> Session of the Council of the IBE  
Geneva, January 27-29, 2010

## STRATEGIC OBJECTIVES

- Build on IBE's **comparative advantage** as a **global centre of curriculum development**
- **Focus on curriculum development in:** Primary and secondary education; education for peace; development of competencies for life and work; HIV and AIDS education; Education for Sustainable Development (ESD); Inclusive education
- Develop innovative **capacity-building tools**
- Expand **global and regional networks**
- Emphasis on **Africa** and **gender equality**
- Promote **South-South** and **North-South-South** cooperation
- **Expand database** collection
- **Build and strengthen partnerships** with international organisations and academic institutions



KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Consolidated IBE's global network**

- **Community of Practice (COP) in Curriculum Development**
  - 1,300 members from 132 countries
  - weekly COP message available in all 6 UNESCO languages
  - held 3-week multilingual e-forum on inclusive education
  - knowledge-production and sharing has led to COP members providing 6 of 9 Working Papers on Curriculum Issues
- **Focal Points covering all UNESCO regions**
  - 14 Focal Points now established
  - developed cooperation agreement with CIS Focal Point
- **Capacity development partnerships**
  - UNESCO HQs, UNESCO Regional Bureaus for Education, and Field Offices
  - UN agencies (including "Delivering as One" pilot), international and national academic institutions

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 5



KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Developed innovative capacity-building tools**

The Resource Pack is organized into 8 interactive modules, each containing discussion papers and case studies

**The Resource Pack**

- Program objective: to help develop capacities of specialists, practitioners, and decision-makers in the design, management, and implementation of quality-oriented curricula
- Modules focus on curriculum design, management and implementation, textbook development, good practices and evaluation systems
- The Resource Pack, which is now finalized, was pilot tested through 10-day curriculum development workshops in Tanzania, Uruguay, and Bhutan
- A cooperation agreement (2010-2011) has been signed with Catholic University of Uruguay (UCU) with view to offer a university regional diploma on curriculum development

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 6

KEY ACHIEVEMENTS IN 2009

## CAPACITY DEVELOPMENT

→ **Developed innovative capacity-building tools**

Curriculum innovations, peace education, and poverty alleviation in Africa program

EMPHASIS ON AFRICA

- **Program objective** is to introduce curricular changes for peace education and poverty alleviation in Africa by collaborating with high-level curriculum specialists (*in partnership with Spanish Ministry of Education and German Corporation for Technical Cooperation (GTZ/BMZ)*)
- **“Competencies for living and working in the 21<sup>st</sup> century: a capacity development Toolkit for curriculum innovations in African countries”**: explores complex link between poverty and education for peace, focusing on development of competencies for life and work, and on Learning to Live together (LTLT)
- **Participatory process that developed the technical capacities of 70 experts** on curriculum-related issues in the context of Africa.
- Helped build **innovative networks among participants in 15 countries**:
 

-Angola	-Equatorial Guinea	-Mozambique
-Botswana	-Kenya	-Nigeria
-Burkina Faso	-Malawi	-Senegal
-Burundi	-Mali	-South Africa
-Congo	-Mauritius	-Rwanda



59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 7

KEY ACHIEVEMENTS IN 2009

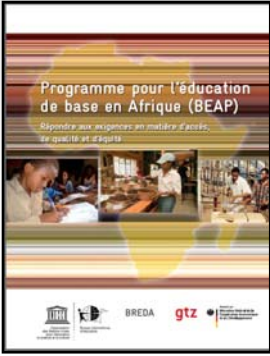
## CAPACITY DEVELOPMENT

→ **Developed innovative capacity-building**

Basic Education in Africa Programme (BEAP)

EMPHASIS ON AFRICA

- Program objective is to support a **comprehensive reform of basic education** in African countries by providing a framework for **curriculum renewal**
- **BEAP policy document now published and available online** (*co-authored with UNESCO-BREDA and GTZ*).
- Launched BEAP in **3 additional countries (Tanzania, Seychelles, and Djibouti)** through **capacity development sessions** on competency-based curriculum and inclusive education.
- **Tailored technical support** given to **The Gambia** in elaboration of **National Curriculum Framework** and to **Ethiopia and Cote d'Ivoire** for curriculum review and reforms.



59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 8

KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Built capacities through curriculum change**

- **Curriculum development approaches tailored to regional priorities**
  - Asia:** incorporation of **Education for Sustainable Development (ESD)** curricula (workshop involved 80 participants from 45 Teachers Education Institutions of 14 Asian countries, *in collaboration with UNESCO Bangkok*)
  - Latin America:** capacity development on inclusive education of **UNESCO animators in Venezuela and Ecuador** (60 individuals trained as part of 18-month graduate training program, *in collaboration with UNESCO Centre of San Sebastian-Spain*)
  - Arab States:**
    - Regional Expert Meeting on **Secondary Education reform** in Oman (**facilitated North-South and South-South dialogue** by bringing together representatives from 15 Arab States and education experts from England, Finland, Germany, Japan, Singapore, South Korea and the United States)
    - HIV and AIDS education workshop** in Beirut (14 Arab States represented)  
*-both in collaboration with UNESCO Beirut*
  - Africa: Quality education and teacher development in Equatorial Guinea** (*organized by Ministry of Education and Academy for Educational Development*)


59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 9

KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Built capacities through curriculum change**

**GigaPan School Dialogues Program**

- **Program objective** is to develop **intercultural understanding and social tolerance between cultures** by using modern technology in the curriculum through inquiry-based and inclusive student-centered practices (*in collaboration with Carnegie-Mellon University*)
- Have created regional **school and community networks** that help **sustain and grow** GigaPan school projects in Asia (e.g. Indonesia), Latin America (e.g. Brazil) and with **high priority** in Africa (e.g. South Africa, Mali)
- Classroom projects are tailored around topics such as **sustainable development, cultural diversity, and Learning to Live Together**
- **Learning objectives include:**
  - Social tolerance
  - Communication skills
  - Intercultural understanding and awareness
  - Information and communication technology skill
  - Citizenship skills
  - Social and emotional development
  - Environmental responsibility



Students use the GigaPan, a robotic camera, to take high-resolution panoramic images of the world that can be explored in very small details. These images are then shared through the project's website with other students around the globe.

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 10



KEY ACHIEVEMENTS IN 2009

## CAPACITY DEVELOPMENT

→ **Built capacities through curriculum change**

GigaPan School Dialogues Program

- How is this accomplished?
  - by connecting schools and students across the globe from Asia, Africa, the Caribbean and the Americas
  - through in-country intensive school training workshops with teachers and students for developing interactive classroom projects as part of the curriculum
  - through global workshops that involve teacher training on best ways of linking curriculum and new technologies and on advanced features of the GigaPan

The GigaPan School Dialogues project is currently in **15 schools**: South Africa (2), Trinidad and Tobago (2), the United States of America (5); Indonesia (3) and Brazil (3); **399 students** and **74 teachers** are currently involved in the project.

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 11

KEY ACHIEVEMENTS IN 2009

## CAPACITY DEVELOPMENT/ TECHNICAL ASSISTANCE

→ **Provided specialized technical assistance**

- Supporting curriculum reform and training of national curriculum leaders in post-conflict or conflict-affected countries including:
  - Vietnam**: completion of guidelines for **textbook analysis from a gender perspective** (*in collaboration with Ministry of Education and Training/MOET Technical Team, including 25 specialists, and UNESCO Hanoi*)
  - Angola**: developed 24-month work-plan (Cap EFA) on **curriculum development and teacher training to achieve EFA goals** (*in collaboration with UNESCO UNEVOC, UNESCO/ED/HED/TED, and UNESCO Windhoek*)
  - Improving **quality of teaching and learning in emergencies** through draft “General Notes on Quality Teaching and Learning in Emergencies” (*in collaboration with Inter-Agency Network for Education in Emergencies*)
  - Revision of Curriculum Framework** supporting UNICEF project “Review of the Kosovo Primary and Secondary Curriculum Framework” (*in collaboration with UNICEF, +200 stakeholder representatives*)

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 12

KEY ACHIEVEMENTS IN 2009

## KNOWLEDGE PRODUCTION & MGMT

→ **Developed comparative analyses and publications**

- **Two new issues of the series “Working Papers on Curriculum Issues”:** *Complex knowledge and educational competencies* and *Curriculum and inclusion in the Andean region of Latin America*
- **New issue of “Educational Practices Series”:** *Effective pedagogy in mathematics* (International Academy of Education (IAE))
- **Content analysis of 129 messages from Ministers of Education** produced and shared with team of Global Monitoring Report on EFA
- **Exploratory analysis of 2008 National Reports and other reports from 31 Latin American countries:** *Inclusive education in Latin America and the Caribbean region*
- **Book titled: *L'éducation pour l'inclusion: recherches et pratiques*** (in cooperation with the University of Geneva's *Faculté de psychologie et des sciences de l'éducation* (FAPSE) and the *Service de recherche en éducation* (SRED) of the Canton of Geneva)
- **Improved quality control and time delivery of Prospects:**
  - ‘Education for all by 2015: Progress and Challenges’
  - Two regular issues
  - ‘Aid Effectiveness in Education’
  - ‘Inclusive Education: Controversies and debates’
  - ‘HIV Education in Formal and Non-formal Settings: Comparative and International Best Practices’
  - ‘Lutte contre la pauvreté et éducation pour l'inclusion’ translated into Portuguese

PDF Downloads 2005 to 2009

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 13

KEY ACHIEVEMENTS IN 2009

## KNOWLEDGE PRODUCTION & MGMT

→ **Strengthened IBE website and clearinghouse function**

- **HIV and AIDS Education Clearinghouse:** 400 new documents and assessments of over 25 good practices added to databank (in collaboration with IIEP and the UNESCO offices of Bangkok, Dakar, Harare, Nairobi, and Santiago)
- **Alerting services and digests of online resources** available to members of COP and other education specialists (44 alerts and 3 digests)
- **IBE database Country Dossiers updated and enriched** (193 dossiers, including 95 countries with online access to curricular resources)
- **National Reports organized into Digital Library**
- **Online electronic catalogue (IBEDOCs) fully migrated into UNESCO database (UNESDOC)**

2,732,296 unique visitors from around the world in 2009.

Source: Google Analytics

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 14




KEY ACHIEVEMENTS IN 2009

## KNOWLEDGE PRODUCTION & MGMT

→ **Strengthened IBE website and clearinghouse function**

Clearinghouse on Inclusive Education



- Program objective is to serve as a **knowledge hub** for inclusive education
- First nucleus already contains links to over **270 resources** on inclusive education including:
  - global, regional, and country reports
  - audiovisual materials
  - over 40 links to websites on inclusive education
  - a selection of useful studies, documents, concept notes and publications

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 15

KEY ACHIEVEMENTS IN 2009

## PARTNERSHIPS AND VISIBILITY

→ **Built key research partnerships:**

- FAPSE-University of Geneva and SRED-DIP
- UNESCO Institute for Statistics (UIS), revision of the International Standard Classification of Education (ISCED)
- World Council of Comparative Education Societies (WCCES)
- International Academy of Education (IEA)
- International Baccalaureate (IB)

→ **Developed partnerships with 14 UNESCO national, cluster, and regional offices and two institutes:**

- **Africa:** Addis Ababa, Dakar, Dar es-Salaam, Windhoek
- **Arab States:** Beirut, Doha
- **Asia and Pacific:** Bangkok, Jakarta, Hanoi
- **Europe and North America:** Moscow
- **Latin America and the Caribbean:** Kingston, Quito, Brasilia, Mexico
- **Institutes include:** UIS and IIEP

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 16



KEY ACHIEVEMENTS IN 2009 <b>POLICY DIALOGUE</b>	
→ <b><u>Helped develop key Inclusive Education initiatives</u></b>	
<p>The ICE follow-up has generated a total of 38 activities involving over 3,900 participants from 179 countries</p>	
<ul style="list-style-type: none"> <li>• <b>Since the ICE 2008, 29 additional countries have signed the Ratification of the Convention on the Rights of Persons with Disabilities adopted in December 2006, including 6 in Africa, 4 in the Arab States, 9 in Europe and 4 in Latin America/Caribbean</b></li> <li>• <b>Agreement reached on an inclusive education working plan for 8 countries in the CIS region</b> “EFA, enhancing quality education and curriculum development” in Yerevan, Armenia <i>(in cooperation with UNESCO Moscow and Ministry of Education and Science of Armenia)</i></li> <li>• <b>Latin American regional observatory on Inclusive Education</b> based on Regional Meeting “Implementation of Inclusive Education Policies in Latin America: Progress and Pending Challenges” in Chile, Santiago <i>(in collaboration with the Regional Bureau for Education in Latin America and the Caribbean)</i></li> <li>• <b>Spin-off initiatives include: “Teacher Education for Inclusion” project</b> <i>(in cooperation with European Agency for Development in Special Needs Education)</i> and <b>“Inclusive Education in action” project</b> <i>(in collaboration with UNESCO and the European Agency)</i></li> </ul>	
59 <sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010	17

KEY ACHIEVEMENTS IN 2009 <b>POLICY DIALOGUE</b>	
→ <b><u>Helped develop key Inclusive Education initiatives</u></b>	
<ul style="list-style-type: none"> <li>• <b>Asia: working with UNESCO Jakarta office to facilitate implementation of inclusive education policies</b> <ul style="list-style-type: none"> <li>-Country plan on inclusive education developed by Brunei Darussalam comprised of series of 2-week long intensive training workshops on teacher training, measuring students’ learning progress, and supporting students with chronic health problems</li> <li>-Regional Education Policy Framework on inclusive education currently being developed by Indonesia, Brunei Darussalam, and the Philippines</li> </ul> </li> <li>• <b>Arab States: partnership with UNESCO Beirut to promote inclusive education</b> <ul style="list-style-type: none"> <li>-IBE providing technical assistance and support tools, including a regional manual on IE <ul style="list-style-type: none"> <li>-Need identified during regional workshop on inclusive education in Beirut involving curriculum developers and policy-makers from 14 Arab countries</li> <li>-Proposed topics include: theoretical framework, methodology, the dissemination good practices, action plans, a system of monitoring</li> </ul> </li> </ul> </li> </ul>	
59 <sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010	18

KEY ACHIEVEMENTS IN 2009  
**POLICY DIALOGUE**

→ **Promoted global dialogue on Inclusive Education**

- **“Reaching the marginalized – How to approach Inclusive Education”** (Düsseldorf, Germany, 10-11 September 2009, *co-organized by UNESCO-IBE, UNESCO HQ, German Corporation for Technical Cooperation (GTZ), and the German Sir Peter-Ustinov Foundation*)
- **“Confronting the Gap, Rights, Rhetoric, and Reality? Return to Salamanca”** (Salamanca, Spain, 21-23 October 2009, *organized by Inclusion International*)
- **“The long road towards an Inclusive Education”** Congress of History of Education (Pamplona, Spain, 29-30 June 2009, *organized by the State University of Navarra*)
- **Teacher Education for Inclusive Education Symposium** (Aberdeen, U.K., 18-20 October 2009, *organized by the University of Aberdeen*)
- **World-wide multi-lingual e-forum on inclusive education and inclusive curricula** (26 October-11 November 2009, *organized by UNESCO-IBE*)

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

19

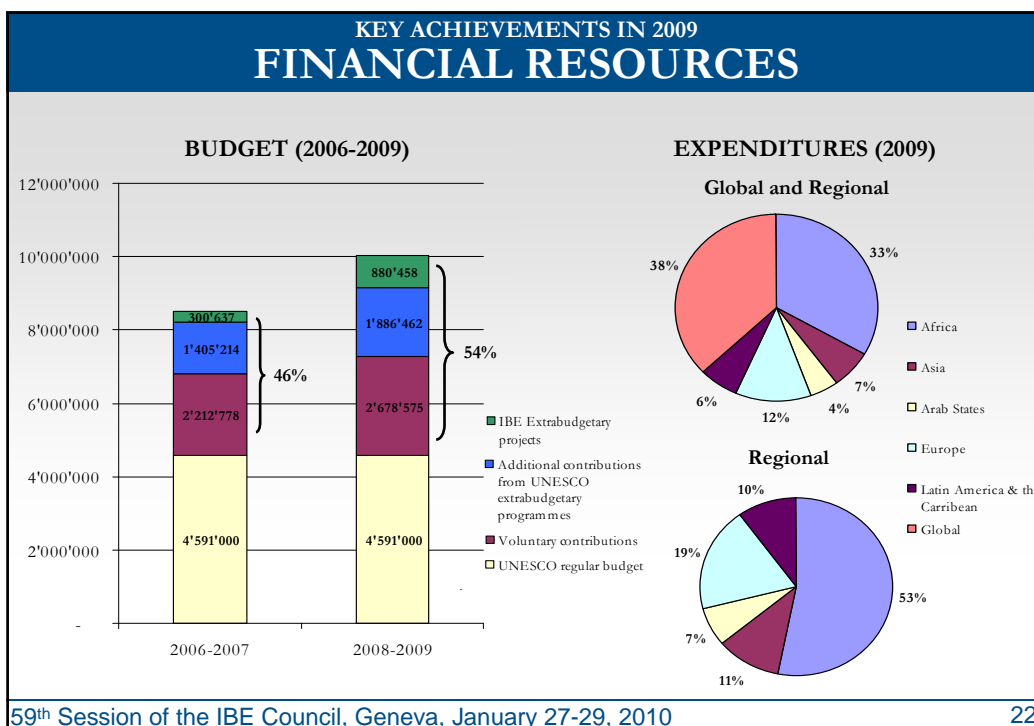
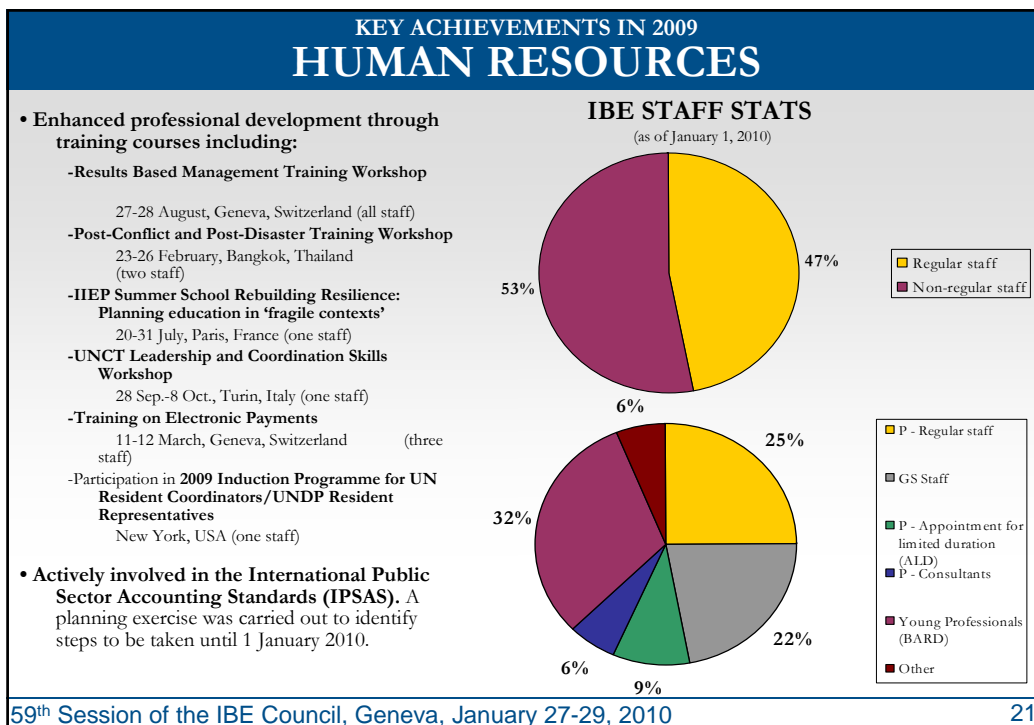
KEY ACHIEVEMENTS IN 2009  
**POLICY DIALOGUE**

→ **Promoted regional dialogue on Inclusive Education**

- **“Building Inclusive Education Systems to Respond to the Diverse Needs of Disabled Children”** (Jakarta, Indonesia, 3-5 November 2009, *co-organized by UNESCO-IBE and UNESCO Jakarta*)
- **“A Broadened Concept of Inclusive Education, Inclusive Classroom-based Practices, and Implications for Policy-Making, Implementation, and Follow-up”** (Beirut, Lebanon, 13-15 July 2009, *co-organized by UNESCO-IBE and UNESCO Beirut*)
- **“EFA, enhancement of quality education and curriculum development”** (Yerevan, Armenia, 30 September-1 October 2009, *co-organized by UNESCO-IBE and UNESCO Moscow*)
- **“Inclusive Education in Latin America: Identifying and Analyzing Progress and Pending Challenges”** (Santiago, Chile, 18-20 November 2009, *co-organized by UNESCO-IBE and UNESCO Regional Bureau for Education in Latin America and the Caribbean*)
- **Discussion of 48<sup>th</sup> ICE outcomes at Basic Education for Africa Program (BEAP) Sub-regional Capacity Building Workshop** (Dar es Salaam, Tanzania, 24 June 2009, *co-organized by UNESCO-IBE, UNESCO BRED.A, Tanzania Institute of Education, and GTZ*)
- **Presentation of the 48<sup>th</sup> ICE outcomes to the Uruguayan National Parliamentary Commissions of Education and Culture** (Montevideo, Uruguay, 1-2 April 2009)
- **Inclusive Education UNESCO Animators Capacity Development Workshops** (Maracay, Venezuela and Quito, Ecuador 9 April and 13-15 May 2009, *co-organized by UNESCO-IBE, Universities, National Commissions, and UNESCO Chairs*)

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

20



FINANCIAL RESOURCES	
SPECIAL ACCOUNT	
Pre-final <u>EXPENDITURES</u> statement for financial period 1 <sup>st</sup> Jan. to 31st Dec. 2009	
<b>I. EXPENDITURES (Obligations)</b>	US dollar
<b>I. PROGRAMME ACTIVITIES 2009</b>	
<u>I-1 Capacity development and technical assistance</u>	548'911
Community of Practice for curriculum development	248'703
Technical advice, support and training in member states	262'730
GIGAPAN	37'478
South-south cooperation/Africa	
<u>I-2 Knowledge production and management</u>	341'263
Resource Bank	59'562
Documentation	40'428
Observatory of educational trends	64'066
Development of IBE web site	51'981
Publications	125'226
<u>I-3 Policy dialogue</u>	315'753
48th ICE follow-up	250'919
Policy dialogue	64'834
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>1'205'927</b>
<b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	
II-1 <u>IBE Council</u>	124'249
II-2 <u>General administration</u>	287'450
II-3 <u>Institutional development</u>	111'731
<b>TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	<b>523'430</b>
<b>III. STAFF COST (Established posts)</b>	<b>2'106'609</b>
<b>TOTAL EXPENDITURES (I+II+III)</b>	<b>3'835'966</b>

The execution rate for IBE's 2009 expenditures was 83.31%

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

23

FINANCIAL RESOURCES	
INCOME AND RESERVES	
Pre-final <u>INCOME</u> statement for the financial period 1 <sup>st</sup> Jan. to 31st Dec. 2009	
<b>II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT</b>	
UNESCO Regular budget	2'295'500
Voluntary contributions	1'621'896
Rental of offices and conference room	42'949
48th ICE exhibition income	72'479
Cost recovery	50'968
Interest deposit (clearing account and bank account)	42'671
Foreign exchange gains net	46'316
Royalties and sales of publications	13'456
<b>TOTAL INCOME</b>	<b>4'186'235</b>
<b>RESERVES</b>	
<b>III. RESERVES</b>	
Excess of income over expenditures	435'028
Reserves and Fund balances, beginning of period	1'449'974
Savings on prior period's obligations	13'652
<b>TOTAL RESERVES</b>	<b>1'898'654</b>

257'000 Polish stamps funds  
443'787 SPAIN  
99900 DDC  
875'264 Reserves 2009  
50'968 Cost recovery 2009  
171'735 Other income 2009

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

24

FINANCIAL RESOURCES		
TOTAL IBE EXPENDITURES		
TOTAL IBE EXPENDITURES for financial period 1 <sup>st</sup> Jan. to 31st Dec. 2009		
	Budget revised	Total expenditures
<b>I. PROGRAMME ACTIVITIES</b>		
<b>I-1 Capacity development and technical assistance</b>	<b>1'521'220</b>	<b>1'119'306</b>
Community of Practice for curriculum development	281'734	248'703
Technical advice, support and training in member states	369'854	290'493
GIGAPAN	70'000	37'478
South-south cooperation/Africa	257'000	0
Innovations curriculaire: Education à la paix et à la lutte contre la pauvreté en Afrique	334'837	334'837
Capacity building of curriculum specialists for HIV and AIDS education / Clearing house	149'386	149'386
Bonnes pratiques de formation d'enseignants pour l'éducation VIH/SIDA en Afrique (Cameroun)	34443	34'443
UNESCO/UNFPA's International Guidelines for sex, relationships and HIV/STI education: Resources identification and dissemination	19000	19'000
Discrimination envers les PVVIH en Algérie: quelle réponse du système éducatif	4966	4'966
<b>I-2 Knowledge production and management</b>	<b>378'369</b>	<b>341'263</b>
Resource Bank	65'000	59'562
Documentation	50'000	40'428
Observatory of educational trends	65'000	64'066
Development of IBE web site	55'000	51'981
Publications	143'369	125'226
<b>I-3 Policy dialogue</b>	<b>475'230</b>	<b>315'753</b>
48th ICE follow-up	375'230	250'919
Policy dialogue	100'000	64'834
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'374'819</b>	<b>1'776'322</b>
<b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>		
II-1 IBE Council	125'000	124'249
II-2 General administration	290'000	287'450
II-3 Institutional development	145'000	111'731
<b>TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	<b>560'000</b>	<b>523'430</b>
<b>III. STAFF COST (Established posts)</b>		
	<b>2'242'272</b>	<b>2'106'609</b>
<b>TOTAL EXPENDITURES 2009 (I+II+III)</b>	<b>5'177'091</b>	<b>4'406'361</b>

Includes special account and additional contributions from other UNESCO extrabudgetary programmes

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

25

## FINANCIAL STRATEGY

### → ACHIEVEMENTS:

- **Biennial total budget growth of close to US\$2,000,000**
- A new donor. Voluntary contributors Switzerland, Sweden and Spain
- **IBE extra-budgetary projects budget has almost tripled** (from US\$300,637 in 2006-2007 to US\$880,458 in 2008-2009)
- Just for 2009, **extra-budgetary projects implemented US\$738,175** (based full cost recovery requests or on competitive proposals)
- **Innovative cost recovery policy** implemented gradually with an increase of 89.5% with regards 2008.

### → CHALLENGES:

- **Expand donor's base** seeking new institutional contributors
- **Consolidate four-year commitments** with voluntary contributions to the programme

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

26



**International Bureau of Education**

**ACTIVITIES AND BUDGET FOR 2010**

**Report of the IBE Director**



59<sup>th</sup> Session of the Council of the IBE  
Geneva, January 27-29, 2010

**STRATEGIC OBJECTIVES**

- Increased programming focus **in full alignment with the 35 C/5**
- Special attention on two global priorities of **Africa and gender equality**
- **Active promotion of South-South Cooperation (SSC)** as a platform for policy dialogue and sharing knowledge, experience, and expertise
- Expansion of involvement in **post-conflict situations**

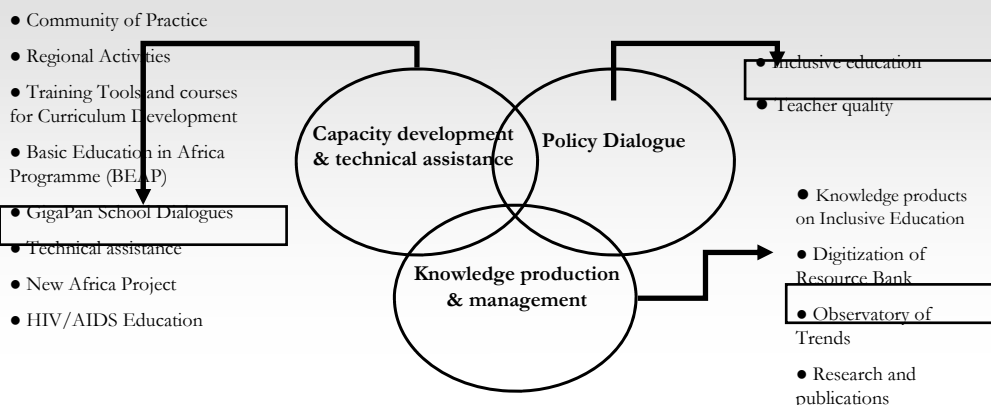
## STRATEGIC OBJECTIVES

- Build on IBE's **comparative advantage** as a **global centre of curriculum development**
- Develop innovative **capacity-development model with deeper impact**
- Expand **global and regional networks**
- **Expand database** collection and utilization
- **Stronger research partnerships and visibility**

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

3

## 2010 PROGRAMS AND ACTIVITIES



59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

4



## CAPACITY DEVELOPMENT

### → Consolidating IBE's global network

- **Expand and sustain a high quality global Community of Practice (COP) in Curriculum Development**
  - continue to expand COP membership (currently 1,300 members from 132 countries)
  - provide curriculum advice through regional focal points
  - foster and facilitate in-depth international dialogue on curriculum issues by:
    - disseminating COP-member generated curricular resources
    - sharing effective visions, policies, strategies, and practices
    - organizing thematic multilingual e-forums
- **Continue to grow and strengthen capacity development partnerships**
  - UNESCO HQs, UNESCO Regional Bureaux for Education, and Field Offices
  - UN agencies (including "Delivering as One" pilot), international and national academic institutions

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

5

## CAPACITY DEVELOPMENT

### → Innovative capacity development model

- **Enrich and utilize Resource Pack as curriculum-building tool**
  - Implement officially accredited training programs through partner universities and regional institutions developing "regional training hubs"
  - Train specialists through utilization of Resource Pack in capacity development workshops
  - Develop new thematic modules based on regional needs and feedback (e.g. Inclusive Education, Competency-based approaches, Education for Sustainable Development)
  - Promote revision and improvement of national curriculum frameworks
- **Develop regional programs with UNESCO Offices**
  - Asia and the Pacific
  - Arab States
  - CIS and Europe
  - Latin America and the Caribbean

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

6

## CAPACITY DEVELOPMENT

### → AFRICA project: skills and competencies for life and work

- In-depth work focusing on three countries involved in field testing of the toolkit (**Mali, Kenya, and Angola**)
- Enhance **links between curriculum development and implementation** relevant to local contexts and needs
- Synergies** between curriculum, teacher training, assessment and school and classroom management, as well as school-community links.
- Explore the **benefits of multilingualism in promoting competency development** for life and work
- Action research projects** based on **competency-based implementation approaches** and “**whole school-approaches**”
- South-South sharing of progress and experiences** to enrich international dialogue

Implement country-customized processes of capacity development in Sub-Saharan Africa based on *Toolkit for competency development and Learning to Live Together*

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

7

## CAPACITY DEVELOPMENT

### → Priority AFRICA: building capacity through curriculum change

#### UNESCO Basic Education in Africa Program (BEAP)

- Target: 5 countries. Provide technical assistance including **needs-assessments and the analysis of key components in changing curricula**
- Support the revision of basic education curriculum frameworks** in The Gambia, Ethiopia, Tanzania, and the Seychelles
- Help **establish and improve quality assurance mechanisms in line with inclusive and competency-based approaches**

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

8

## CAPACITY DEVELOPMENT

### → GigaPan Diversity and Inclusion in the Community project

- build upon achievements of the pilot phase by **generating knowledge product and disseminate results in international meetings**
- increasing number of participating schools, expanding project into Arab countries**
- expanding student's abilities to explore local and international issues** pertaining to areas of the curriculum as sustainable development, science and social sciences
- support the South-North-South intercultural dialogue among students-teachers**
- continued ICT and curriculum training** (*in collaboration with Carnegie-Mellon University*)

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

9

## CAPACITY DEVELOPMENT/ TECHNICAL ASSISTANCE

### → Providing specialized technical assistance

- **VIETNAM: In-service teacher training program on gender equality in Vietnam**
  - course will be **pilot-tested** and revised
  - sharing outcomes of the pilot to plan for system-wide implementation**
  - in collaboration with UNESCO Hanoi, MOET, and in-service teacher training agencies*
- **ANGOLA: Development of National Guidelines for Curriculum Review**
  - integration of **cross-cutting issues in secondary education** while referring to specific subject areas **taking into account local contexts, experiences, and needs**
  - disseminate outcomes at national level to develop national strategy**
  - in collaboration with UNESCO Windhoek, Ministry of Education, and INIDE*
- **SUDAN: revision of the basic education and literacy curriculum frameworks**
  - in collaboration with UNESCO Khartoum, Ministry of Education, and local education NGOs*

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

10

## POLICY DIALOGUE

### → Promoting Inclusive Education through regional initiatives

- **Continue to promote policy dialogue** on a broadened concept of inclusive education through:
  - national, regional, and interregional **capacity development workshops and meetings with policy-makers**
  - by providing **tailored guidance in response to requests for assistance** in developing policy frameworks
  - dissemination of reference materials** relating to inclusive education policy
- **Help develop inclusive curricula through:**
  - production of **inclusive education materials tailored to regional and national contexts**
  - creation of **concrete guidance manuals and curriculum development modules** for schools, teachers, and other stakeholders in coordination with regional inclusive education experts, educators, curriculum specialists, and developers (**initial focus on Arab and CIS regions**)

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

11

## KNOWLEDGE PRODUCTION & MGMT

### → Growing knowledge-sharing base to support capacity development

- **Develop analyses and studies focusing on curriculum development processes, including:**
  - IBE Working Papers on Curriculum Issues*
  - contribution to *2010/11 Global Monitoring Report on EFA* (depending on availability of extrabudgetary resources)
- **Strengthen IBE's Clearinghouse Function**
  - Continue to develop Clearinghouse on Inclusive Education** through the compilation of additional resources and updating of relevant links
  - HIV and AIDS Education Clearinghouse:** addition of new documents, evaluation of materials, and contributions to HIV and AIDS education newsletter (*in collaboration with IIEP and the UNESCO offices of Bangkok, Dakar, Harare, Nairobi, and Santiago*)
  - Alerting services and digests of online resources** available to members of COP and other education specialists
  - IBE database Country Dossiers** regularly updated and enriched

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

12

## KNOWLEDGE PRODUCTION & MGMT

- **Build and fortify research partnerships**
  - FAPSE-University of Geneva and SRED-DIP
  - Ecole Polytechnique Fédérale de Lausanne (EPFL)
  - European Agency (Steering group)
  - International Baccalaureate (IB)
  - The Graduate Institute of Geneva (IHEID)
  - UNESCO Institute for Statistics (ISCED)
  - World Council of Comparative Education Societies (WCCES)
  - Education Think Tank- Harvard University
  - UNICEF- Building teacher competency in emergency and post-conflict situations

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

13

## IBE BUDGETARY FRAMEWORK 2010

<b>I. PROGRAMME ACTIVITIES</b>	
I-1. Capacity development and technical assistance	879'100
I-2. Knowledge production and management	431'000
I-3. Policy dialogue	200'000
<b>TOTAL I</b>	<b>1'510'100</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVELOPMENT</b>	
II-1. IBE Council	135'000
II-2. General operating costs	290'000
II-3. Institutional development: coordination and programme development	200'000
<b>TOTAL II</b>	<b>625'000</b>
<b>III. STAFF COST (established posts)</b>	<b>2'330'000</b>
<b>TOTAL APPROPRIATION (I+II+III)</b>	<b>4'465'100</b>
<b>RESOURCES CREDITED TO THE IBE SPECIAL ACCOUNT</b>	
<b>I. INCOME 2010</b>	
UNESCO Regular Budget	2'400'000
Estimated extra-budgetary resources	634'000
Other incomes (offices rental, IBE's clearing account interest)	65'000
Outstanding amounts based on signed agreements	97'396
<b>II. RESOURCES AVAILABLE FROM 2009</b>	<b>1'898'654</b>
Polish stamps funds	257'000
SPAIN contribution received in December 2009	443'787
DDC contribution received in December 2009	99'900
Programme Support Cost/Cost recovery	50'968
Other incomes (offices rental, IBE's clearing account interest)	171'735
2009 reserves	875'264
<b>TOTAL RESOURCES (I+II)</b>	<b>5'095'050</b>
<b>Estimated RESERVES end of 2010: RESOURCES-EXPENDITURES</b>	<b>629'950</b>

### SPECIAL ACCOUNT

(situation as of  
January 18, 2010)

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

14

## IBE BUDGETARY FRAMEWORK 2010

### ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES

	Budgetary framework	UNESCO/UN AIDS	UNESCO Hanoi FO	UNESCO Windhoek FO	PCPD Special account
Vietnam: Textbook review from a gender perspective (Hanoi)	71'000		71'000		
Capacity development for curriculum and HIV and AIDS education	66'501	66'501			
Clearinghouse for curriculum and HIV and AIDS education	47'839	47'839			
EFA- Angola: Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions (Windhoek)	50'000			50'000	
Post Conflict/Post Disaster project	76'224				76'224
<b>TOTAL EXPENDITURES 2010</b>	<b>311'564</b>	<b>114'340</b>	<b>71'000</b>	<b>50'000</b>	<b>76'224</b>
PSC/Cost recovery	42'909	17'500	9'000	6'500	9'909

**TOTAL EXPENDITURES** (including special account and additional contributions from other UNESCO Extrabudgetary Programmes): **5,406,614**

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

15

## IBE BUDGETARY FRAMEWORK 2010

SPECIAL ACCOUNT	Budgetary framework	FUNDING SOURCES AND ESTIMATED ALLOCATIONS											
		UNESCO regular budget	Extrabudgetary resources 2010					Resources available from 2009					Other incomes 2010
			Switzerland 2010	Israel	DDC	UNICEF	Polish emergency funds	SPAIN 2009*	DDC 2009*	2009 Reserves	PSC and Cost recovery 2009	Other income 2009**	
Situation as at 18.01.2010 (USD)													
<b>I. PROGRAMME ACTIVITIES</b>													
<b>I-1 Capacity development and technical assistance</b>	<b>879'100</b>												
Community of practice for curriculum development	290'000	273'200										16'800	
AFRICA project	400'000	430'66				257'000						11'521	
Technical co-operation projects/support to Member States	156'000			31'250	8'800							7'800	
The "GigaPart": Diversity and Inclusion in the Community	32'500					108'750						32'500	
<b>I-2 Knowledge production and management</b>	<b>431'000</b>												
Resource Bank and Observatory of educational trends	106'000			57'250								48'750	
Documentation and information	40'000											40'000	
Development of IBE website	85'000					85'000							
Research and Publications	200'000					147'261						52'739	
<b>I-3 Policy dialogue</b>	<b>200'000</b>												
Policy dialogue / Inclusive education	200'000	126'212	22'124										
<b>TOTAL I</b>	<b>1'510'100</b>							51'964					
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>													
<b>II-1 IBE Council (59th session/Steering Committee)</b>	<b>135'000</b>	70'000										65'000	
<b>II-2 General operating costs</b>	<b>290'000</b>											290'000	
<b>II-3 Institutional development: Coordination and prog dev</b>	<b>200'000</b>											105'000	
<b>TOTAL II</b>	<b>625'000</b>												
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'135'100</b>												
<b>III. Staff costs (Established posts)</b>	<b>2'330'000</b>	2'330'000											
<b>TOTAL EXPENDITURES 2010 (I+II+III)</b>	<b>4'465'100</b>	2'400'000	442'478	22'124	88'500	8'800	257'000	342'656	88'413			660'000	
<b>TOTAL INCOMES 2010</b>	<b>3'965'950</b>	2'400'000	500'000	25'000	100'000	9'000	257'000	443'787	89'900			875'264	
<b>INCOMES 2010 - EXPENDITURES 2010 = Estimated reserves by the end of 2010 to be used in 2011</b>	<b>629'950</b>		57'522	2'876	11'500	200		51'092	11'487			215'174	
										50'968	667'35	65'000	97'396
<b>ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES</b>													
	<b>Budgetary framework</b>	<b>UNESCO / UNAIDS</b>	<b>UNESCO Hanoi FO</b>	<b>UNESCO Windhoek FO</b>	<b>PCPD Special account</b>								
Vietnam: Textbook review from a gender perspective (Hanoi)	71'000		71'000										
Capacity development for curriculum and HIV and AIDS education	66'501	66'501											
Clearinghouse for curriculum and HIV and AIDS education	47'839	47'839											
EFA- Angola: Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions (Windhoek)	50'000			50'000									
Post Conflict/Post Disaster project	76'224				76'224								
<b>TOTAL EXPENDITURES 2010</b>	<b>311'564</b>	<b>114'340</b>	<b>71'000</b>	<b>50'000</b>	<b>76'224</b>								
PSC/Cost recovery	42'909	17'500	9'000	6'500	9'909								

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010

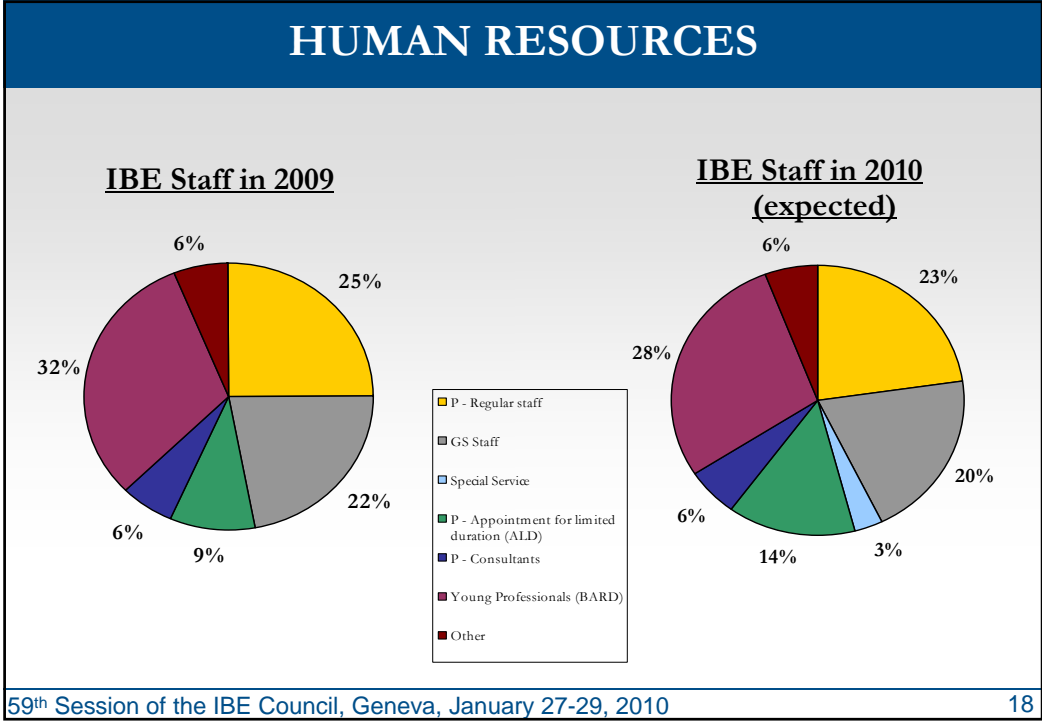
16

## WORKING GROUP ESTIMATED BUDGET

Estimated budget for Working Group charged with the finalization of the Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters

A. Expertise	74'400
B. Organizational arrangements (document translation, interpretation, IBE staff travel, and miscellaneous)	37'200
<b>Grand Total in USDs</b>	<b>111'600</b>

59<sup>th</sup> Session of the IBE Council, Geneva, January 27-29, 2010 17



## IBE BUDGETARY FRAMEWORK 2010

### —→ Strategy to ensure financial stability and institutional growth

- **Strengthen relationships with core countries** providing institutional support, encouraging their involvement in key stages
- **Diversify donor base** for voluntary contributions with **consolidated four-year commitments** and extra-budgetary projects
- **Develop joint programs with relevant UN agencies**, such as UNICEF
- Seek out **foundations and the private sector for innovative initiatives**
- Expand on arrangements for **cost-recovery, cost-sharing, and co-funding** of priority activities with selected partners
- Engage in **joint fund-raising activities with strategic partners** for specific programmes



**Forum: « Inclusive Education with special focus on curriculum development »**

**Summary of the discussions**

**A. Key messages**

- (1) Linking the inclusive education agenda to broader historical social challenges** implies revisiting:
- a) the role of education as an instrument of social mobility and change, from a life-long learning perspective;
  - b) the recognition that economic growth does not *per se* ensure equity and a fair distribution of educational opportunities, due to multiple dimensions of poverty and marginality;
  - c) the strong influence of social factors for the attainment of quality learning outcomes;
  - d) the question of whether equity and quality go hand in hand and the need to put the focus on ensuring sustainability and improving quality.
- (2) Learning from public policy developments** on fostering the right to education and inclusive education:
- a) positive advances in various domains include new legislation (longer compulsory schooling and education as a right with a special focus on excluded groups) and active policies (i.e. providing equitable material and learning conditions, increasing instruction time and improving teachers working conditions);
  - b) positive advances have provided legitimacy to state policies but it is still insufficient;
  - c) the need for better synergies and complementarities between the political and intellectual powers to legitimize and sustain policies for a just society, overcoming the strong resistance to social and educational inclusion (e.g. from the powerful and wealthy or from families who are apprehensive towards heterogeneous learning environments);
  - d) need to emphasise implementing “subjective policies” i.e. the consideration and sharing of teachers’ personal and social histories in order to better understand what they are thinking and doing, for developing a culture of trust within and outside the educational system. Such policies would truly engage teachers and other educational stakeholders in the inclusion process.
- (3) Conceptualizing inclusive education as a dynamic process and set of principles informing all policies** at the different education levels and settings (formal, non-formal and informal). It aims to address diversities, to remove barriers to participation and learning and to facilitate links and complementarities between the policies fostering all students’ presence, participation and achievement.
- (4) Understanding schools as social processes for improving learning conditions and opportunities** implies a series of inter-related components, in particular:
- a) leadership based on clear institutional and pedagogical objectives;
  - b) engaging educational actors with evidence based on school and classroom practices;
  - c) prioritizing the voice of children and young people;
  - d) facilitating the participation of communities at large and developing a culture of trust among different institutions and actors;
  - e) harboring high learning expectations about children;
  - f) creating accountability of schools and teachers for the outcomes and support of students’ learning and welfare.

**(5) Visualizing the curriculum as a powerful societal tool for inclusion** implies, amongst other things:

- a) developing a sound combination of national strategies, school-based curricula and local inputs;
- b) providing common frameworks for formal and non-formal settings and provisions, complemented by differentiated components at the school level;
- c) utilising assessment for supporting learning and not for penalizing learners, especially those learners who are most disadvantaged;
- d) facilitating genuine dialogue among the different actors at the school level;
- e) emphasizing the development and attainment of relevant social knowledge;
- f) providing individual learning plans to support students' welfare and development.

The curriculum can help in closing the gaps between the theory and practice of inclusive education. The issue of implementation should be revisited in the light of a comprehensive vision of the curriculum, encompassing access, processes and outcomes.

**(6) Understanding teachers as policy-makers and educators** who should be empowered to co-develop an inclusive curriculum. Major issues include:

- a) supporting teacher's ownership of an inclusive curriculum;
- b) understanding and respecting teachers' identities;
- c) ensuring the sustainable investment in the learning competencies of teachers within teachers' professional development strategies.

**(7) Sharing countries effective practices in implementing truly inclusive education systems,** with respect to, for example:

- a) social and communitarian policies to ensure the presence and participation of learners at the school level, with a special focus on disadvantaged groups;
- b) tailored approaches for the inclusion of students with special needs in regular schools;
- c) smooth institutional and pedagogical transitions between basic and secondary education;
- d) early childhood policies for laying a proper foundation in terms of inclusive education;
- e) the planning and allocation of resources towards inclusive education policies and programmes;
- f) assessment and monitoring of the needs of different groups.

## **B. Expert presentations**

### **• Mel Ainscow:**

IE is about making sure every child matters, which is a big policy drive in the English education system. i.e. EFA means ALL. Working closely with UK schools and worldwide, research shows that schools 'know more than they use'. To improve a school's capacity to draw on expertise and mobilize energy and creativity, there must be collaboration, through networks of schools and districts. The following elements should be encouraged: sharing experience between teachers, listening to the voice of the students in the classroom, linking school improvement to wider community development; leadership by senior people in schools and school districts based on the principle of shared responsibility.

- **Irmeli Halinen:**

For inclusive curriculum development we need: effective strategies. i.e. clear national goals and policy guidelines; an obligation and actual possibility to design school strategies and create inclusive forms of practice; interactive planning processes of curriculum at national, local and school level. Additionally, in terms of curriculum design, we must take into account: emphasizing goals more than content; learning processes more than products; avoiding content overload; connecting learning in and outside school; formal and informal learning; flexibility and freedom to local and school level.

- **JC Tedesco**

In Latin America, the issue of inclusive education has a strong social and economic component. The most telling fact is social inequality. 10 out of the 15 most unequal countries in the world are in the Latin American and Caribbean (LAC) region. Data of national and international evaluations show that economic conditions are the principal determinants of learning achievement. The school does not break up the cycle of poverty reproduction. In recent decades, there has been a strong expansion of primary and secondary coverage, but without ensuring high quality. Today, the issue is not about solely access but principally about presence, completion rates and quality of learning.





Annex XI  
UNESCO/BIE/C.59/Inf.1  
Geneva, 28 January 2010  
Original: English/French

---

**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**CINQUANTE-NEUVIEME SESSION  
CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION**

Genève, 27-29 janvier 2010

**LISTE DES PARTICIPANTS / LIST OF PARTICIPANTS**



**Allemagne / Germany**

H.E. Ms Martina NIBBELING-WRIESSNIG  
Ambassadeur  
Délégation Permanente de la République  
fédérale d'Allemagne auprès de l'UNESCO  
13-15 av. Franklin D. Roosevelt  
75008 PARIS  
France  
Tél : (33-1) 53 83 4 663  
Fax : (33-1) 53 83 4 667  
Email : unesco@amb-allemaigne.fr

M. Achim TROESTER  
Mission permanente de l'Allemagne auprès de  
l'Office des Nations Unies et des autres  
organisations internationales à Genève  
Chemin du Petit-Saconnex 28 c  
1209 GENEVE  
Suisse  
Tél.: (41-22) 730 11 11  
Fax.: (41-22) 734 30 43  
Email: mission.germany@ties.itu.int

Mme Birgitta RYBERG  
Deputy Head of Division  
Standing Conference of the Ministers of  
Education and Cultural Affairs  
Taubenstrasse 10  
10117 BERLIN  
Germany  
Tel.: (49-302) 54 18 473  
Tel: (49- 302) 254 18 450  
Email: b.ryberg@kmk.org

Mme Katja RÖMER  
Head of Division of Education,  
Communication, Information  
German National Commission for UNESCO  
15, Colmantstrasse  
53115 BONN  
Germany  
Tel : (49-228) 60 497-36  
Fax: (49-228) 60497-30  
Email: roemer@unesco.de

**Brésil / Brazil**

Mr. André de FIGUEIREDO LAZARO  
Vice-Ministro de Educação  
Ministry of Education  
Esplana dos Ministerios, Bloco L  
8° andar sala 824  
70046-900 BRASILIA DF  
Brazil

Tel.: (55-61) 2022 9017/9218  
Email: secadgab@mec.gov.br

Ms. Maria Auriana DINIZ  
Chefe Substituta de Assessoria do Ministro de  
Educação  
Esplana dos Ministerios, Bloco L.  
8° andar sala 824  
70046-900 BRASILIA DF  
Brazil  
Tel.: (55-61) 2022-7812/7878  
Fax: (55-61) 2022-7879  
Email: mariadiniz@mec.gov.br

Ms Márcia DONNER-ABREU  
Deputy Permanent Delegate  
Permanent Delegation of Brazil to UNESCO  
Maison de l'UNESCO  
1 rue Miollis  
75732 PARIS Cedex 15  
France  
Tél. : (33-1) 45 68 29 01  
Fax : (33-1) 47 83 28 40  
Email : dl.brasil@unesco.org  
m.donner.br@unesco-delegations.org

**Cameroun / Cameroon**

S.E. M. Anatole Fabien-Marie NKOUE  
Ambassadeur, Représentant permanent du  
Cameroun  
Mission permanente de la République du  
Cameroun auprès de l'ONU  
6 rue du Nant  
1207 GENEVE  
Tél. : (41-22) 787 50 40  
Fax : (41-22) 736 21 65  
Email : mission.cameroun@bluewin.ch

Mme Lydia LINJOUOM NTANKE  
Attachée culturelle  
Délégation permanente du Cameroun auprès  
de l'UNESCO  
Maison de l'UNESCO  
1 rue Miollis  
75732 PARIS Cedex 15  
France  
Tél. : (33-1) 45 68 30 33  
Fax : (33-1) 45 68 30 34  
Email : dl.cameroun@unesco.org

M. Yakouba YAYA  
Conseiller technique du Ministre de  
l'Éducation de base  
B.P. 1600

YAOUNDE  
Cameroun  
Tél. : (237-22) 22 07 83  
Fax : (237-22) 23 08 55

M. Bertin BIDIMA  
Premier secrétaire  
Mission permanente de la République du  
Cameroun auprès de l'ONU  
6 rue du Nant  
1207 GENEVE  
Tél. : (41-22) 787 50 40  
Fax : (41-22) 736 21 65  
Email : mission.cameroun@bluewin.ch

M. Aurélien ETEKI  
Premier secrétaire  
Mission permanente de la République du  
Cameroun auprès de l'ONU  
6 rue du Nant  
1207 GENEVE  
Tél. : (41-22) 787 50 40  
Fax : (41-22) 736 21 65  
Email : mission.cameroun@bluewin.ch

#### **Côte d'Ivoire / Côte d'Ivoire**

S.E. Mme Akissi Kan Odette YAO YAO  
Ambassadeur  
Délégation permanente de la Côte d'Ivoire  
auprès de l'UNESCO  
Maison de l'UNESCO  
1 rue Miollis  
75732 PARIS Cedex 15  
France  
Tél. : (33-1) 45 68 33 31  
Fax : (33-1) 45 67 32 41  
Email : a.yao-yao.ci@unesco-delegations.org

M. Kouakou KOUADIO  
Premier Conseiller  
Mission permanente de la Côte d'Ivoire à  
Genève  
1494, route de Ferney  
1228 GRAND-SACONNEX  
Tél. : (41-22) 717 02 58  
Fax : (41-22) 717 02 60  
Email : emathkouadio@yahoo.fr

#### **Equateur / Ecuador**

S.E. M. Mauricio MONTALVO  
Ambassadeur

Mission permanente de la République de  
l'Equateur auprès de l'ONU  
80-82 rue de Lausanne (4<sup>e</sup> étage)  
1202 GENEVE  
Suisse  
Tél. : (41-22) 732 49 55  
Fax : (41-22) 732 48 34  
Email : onuginebra@mrrree.gov.ec

Mme Maria del Carmen VIVAR  
Troisième secrétaire  
Mission permanente de la République de  
l'Equateur auprès de l'ONU  
80-82 rue de Lausanne (4<sup>e</sup> étage)  
1202 GENEVE  
Suisse  
Tél. : (41-22) 732 49 55  
Fax : (41-22) 732 48 34  
Email : onuginebra@mrrree.gov.ec

#### **Etats-Unis d'Amérique / United States of America**

Ms. Jennifer LARSON  
Public Affairs/Attachée culturelle  
Permanent Delegation of the United States of  
America to UNESCO  
Ambassade des Etats-Unis d'Amérique  
12, avenue Raphaël  
75016 PARIS  
France  
Tél. : (33-1) 45 24 74 46  
Fax : (33-1) 45 24 74 58  
Email : larsonja@state.gov

Dr. Larry WEXLER  
Director, Research to Practice  
Office of Special Education Programs  
US Department of Education  
550 12<sup>th</sup> St. S.W., Room 4160 - OSEP  
WASHINGTON, D.C. 20202  
United States of America  
Tel.: (1-202) 245 7571  
Fax: (1-202) 245 7614  
Email: Larry.Wexler@ed.gov

#### **Fédération de Russie / Russian Federation**

Mrs Elena NIZIENKO  
Deputy Director of Department of the State  
Policy in Education  
Ministry of Education and Science  
Tvezskaja street  
MOSCOW



Russian Federation  
Fax: (7-495) 629 7912  
Email: nizienko@mon.gov.ru

Mr. Amir BILYALITDINOV  
Deputy Secretary-General  
Commission of the Russian Federation for  
UNESCO  
Ministry of Foreign Affairs  
32/34 Smolenskaya-Sennaya square  
121200 MOSCOW, G-200  
Russian Federation  
Tel.: (7-499) 244 23 15  
Fax : (7-499) 244 24 75  
Email : amirbilal@mail.ru

### **Géorgie / Georgia**

Mrs. Maia SIPRASHVILI-LEE  
Advisor to the Minister of Education and  
Science  
Ministry of Education and Science  
52 Uznadze Street  
TBILISI  
Georgia  
Tel.: (995-32) 43 88 44  
Mobile: (995-77) 222 319  
Fax: (995-32) 43 88 00  
Email: m\_siprashvili-lee@mes.gov.ge

### **Hongrie / Hungary**

Mr. Imre RADACSI  
Researcher  
Hungarian Institute for Educational Research  
and Development  
Dorottya u.8  
H-1058 BUDAPEST  
Hungary  
Tel.: (36) 30 825 8004  
Email: radacsi@ella.hu

### **Inde / India**

H.E. Ms Bhaswati MUKHERJEE  
Ambassador, Permanent Representative of  
India to UNESCO  
50 rue Copernic  
75016 PARIS  
France  
Tél : (33-1) 45 68 29 88  
Fax : (33-1) 47 34 51 88  
Email : dl.india1@unesco.org

### **Indonésie / Indonesia**

Prof. Dr. Arief RACHMAN  
Executive Chairman  
Indonesian National Commission for  
UNESCO  
Jl. Ekok Kuning V, no. 7  
Rawamangun  
10270 JAKARTA  
Indonesia  
Tel.: (62-21) 573-3127  
Mobile: 08 12 93 43 075  
Fax: (62-21) 573-3127  
E-mail: aspnetind@cbn.net.id

H. E. Mr Tresna Dermawan KUNAEFI  
Ambassador, Permanent Delegate  
Permanent Delegation of the Republic of  
Indonesia to UNESCO  
Maison de l'UNESCO  
Bureau M1.24  
1, rue Miollis  
75732 PARIS Cedex 15  
Tel: (33-1) 45 68 29 72  
Fax: (33-1) 45 66 02 37  
Email: dl.indonesia@unesco-delegations.org

Mr. Achsanul HABIB  
First Secretary  
Mission permanente de la République  
d'Indonésie auprès de l'ONU  
Case postale 2271  
1211 GENEVE 2  
Suisse  
Tel. : (41-22) 338 33 50  
Fax : (41-22) 345 57 33  
Email : achabib@yahoo.com

### **Israël / Israel**

Prof. Dr. Michal BELLER  
Director General  
National Authority for Measurement and  
Evaluation in Education (RAMA)  
Kiryat Hamemshala  
125 Menachem Begin 12<sup>th</sup> Fl.  
TEL AVIV 67012  
Israel  
Tel: (972-3) 763 2888  
Mobile: (972) 50 6282 224  
Fax: (972-3) 763 2882  
Email: mbeller.rama@education.gov.il

### **Jamaïque / Jamaica**

## **Japon / Japan**

Mr Masashi AKIBA  
Minister's Cabinet Office  
Ministry of Education  
3-2-2 Kasumigaseki, Chiyoda-ku  
TOKYO  
Japan  
Tel.: (81-3) 6734 3402  
Email: m-akiba@mext.go.jp

Mr. Kiyoshi SAITO  
First Secretary  
Permanent Mission of Japan to the UN  
3, chemin des Fins  
1218 GRAND-SACONNEX  
Suisse  
Tél. : (41-22) 717 31 12  
Fax : (41-22) 717 37 74  
Email: kiyoshi.saito@ge-japan.ch

## **Liban / Lebanon**

Dr. Amer EL HELWANI  
Conseiller du Ministre / Professeur  
Universitaire  
Ministère d'éducation et de l'enseignement  
supérieur  
UNESCO Palace  
BEYROUTH  
Liban  
Tél. : (961-3) 58 18 39  
Fax : (961) 1 789 200 / 786 621  
Email : ahelwani@ul.edu.lb

## **Malaisie / Malaysia**

Hajah Mokolus Kattubawa ROWTHER  
Principal Assistant Director  
Curriculum Development Division  
Ministry of Education of Malaysia  
Level 4-8, Block E9, Parcel E  
62604 PUTRAJAYA  
Malaysia  
Tél. : (6-03) 8884 2051  
Fax : (6-03) 8889 3578  
Email : mokolus@moe.gov.my

## **Mali / Mali**

S. E. M. Salikou SANOGO  
Ministre

Ministère de l'éducation, de l'alphabétisation  
et des langues nationales  
Place de la République, B. P. 71  
BAMAKO - Commune III  
Mali  
Tél. : (223) 20 229984 / 66 78 57 14  
Fax : (223) 20 22 99 69  
Email : salikousanogo@yahoo.fr

M. Denis DOUGNON  
Suppléant du Ministre  
Ministère de l'éducation, de l'alphabétisation  
et des langues nationales  
Place de la République, B.P. 71  
BAMAKO – Commune III  
Mali  
Tél. : (223) 66 59 31 08  
Fax : (223) 20 23 37 67

M. Bonaventure MAIGA  
Conseiller technique du Ministre de  
l'éducation, de l'alphabétisation et des langues  
nationales  
Ministère de l'éducation, de l'alphabétisation et  
des langues nationales  
Place de la République, B. P. 71  
BAMAKO - Commune III  
Mali  
Tél. : (223) 20 22 25 15 / 66 93 70 47  
Fax : (223) 20 23 37 67  
Email : bonaventuremaiga@yahoo.com

M. Youssef DEMBELE  
Secrétaire général  
Commission nationale malienne pour  
l'UNESCO  
Ministère de l'enseignement supérieur et de la  
recherche scientifique  
B. P. 119  
BAMAKO  
Mali  
Tél. : (223) 66 72 17 34  
Fax : (223) 20 23 37 67  
Email: youdembele1@yahoo.fr

M. Moussa KOUYATE  
Premier Conseiller  
Mission permanente du Mali auprès de l'ONU  
International Centre Cointrin (ICC)  
20, Route de Pré-Bois, Hall D 3<sup>e</sup> étage  
Case postale 1814  
1215 GENEVE 15  
Suisse  
Tél. : (41-22) 710 09 60 / 66  
Fax : (41-22) 710 09 69  
Mobile : 079 915 6129

Email : moiseverckys@yaoo.fr

**Maroc / Morocco**

M. Fouad CHAFIQI  
Directeur de la Recherche pédagogique  
Ministère de l'éducation nationale  
Secrétariat d'Etat chargé de l'enseignement  
scolaire  
RABAT  
Maroc  
Tel. : (212-6) 61 90 14 56  
Fax : (212-5) 37 73 40 97  
Email : fouad.chafiqi@men.gov.ma

M. Anas ALAMI-HAMEDANE  
Premier secrétaire  
Mission permanente du Royaume du Maroc  
auprès de l'ONU  
18a, Chemin François-Lehmann  
Case postale 244  
1218 GRAND-SACONNEX  
Mobile : (41) 79 295 71 77  
Fax : (41-22) 791 81 80  
Email : alami@mission-maroc.ch

**Mozambique, Republic of /  
Mozambique, République du**

Mrs Aissa Abdul Gane BRAGA  
Head of Special Education Department  
Ministry of Education and Culture  
Av. 24 de Julho, no. 164  
MAPUTO  
Mozambique  
Fax: (258-21) 49 21 96  
Email: aissa@mec.gov.mz

Mr. Trindade NAHARA  
Head of Curriculum Development Department  
Ministry of Education and Culture  
Rua Comandante Augusto Cardoso, no. 81  
MAPUTO  
Mozambique  
Tel.: (258) 824 756 490  
Fax: (258-21) 49 67 97  
Email : trindaden@yahoo.com

Mr. Miguel TUNGADZA  
Deuxième secrétaire  
Mission permanente de la République du  
Mozambique auprès de l'ONU  
13, rue Gautier, 1<sup>er</sup> étage  
1201 GENEVE

Suisse  
Tél. : (41-22) 901 17 83  
Fax : (41-22) 901 17 84  
Email : tungadza2002@yahoo.com.br

**Norvège / Norway**

Mr. Ole BRISEID  
Director General  
Royal Norwegian Ministry of Education and  
Research  
P.O. Box 8119 Dep  
N-0032 OSLO  
Norway  
Tel.: (47) 872 417 842  
Email: ole.briseid@kd.dep.no

Ms Sidsel ROGNERUD  
Senior Adviser  
Royal Norwegian Ministry of Education and  
Research  
P.O. Box 8119 Dep  
N-0032 OSLO  
Norway  
Tel.: (47) 48 25 82 22  
Email: sidsel.rognerud@kd.dep.no

Ms Jorunn BERNTZEN  
Senior Adviser  
Royal Norwegian Ministry of Education and  
Research  
P.O. Box 8119 Dep  
N-0032 OSLO  
Norway  
Tel.: (47) 93 25 37 79  
Email: jorunn.berntzen@kd.dep.no

**Oman / Oman**

Dr. Said Bin Saleem AL-KITANI  
Deputy Permanent Delegate and  
Chargé d'affaires  
Permanent Delegation of Oman to UNESCO  
Maison de l'UNESCO  
1 rue Miollis  
75732 PARIS Cedex 15  
France  
Tél. : (33-1) 45 68 30 52  
Fax : (33-1) 45 67 57 42  
Email : saidalkitani@gmail.com

**Ouganda / Uganda**

Mr. Avitus K.M. TIBARIMBASA  
Chairman  
Kabale District Service Commission  
P.O.Box 5  
KABALE  
Uganda  
Tel.: (256) 772617423  
Email: tibarimbasa@yahoo.com

Email: jindrich.fryc@msmt.cz

Mr. Ivan PINTER  
Counsellor  
Permanent Mission of the Czech Republic to  
the UN Office and Specialized Institutions in  
Geneva  
17, Chemin Louis Dunant  
1211 GENEVA 20  
Suisse  
Tel.: (41-22) 910 38 10  
Fax: (41-22) 740 36 62  
Email : ivan\_pinter@mzv.cz

**Pakistan / Pakistan**

Mr. Imtiaz KAZI  
Secretary  
Ministry of Education  
“D” Block, Pakistan Secretariat  
ISLAMABAD  
Pakistan  
Tel.: (92-051) 920 8880 / 920 1401

Ms Markéta PÁNKOVÁ  
Director  
Pedagogical Museum of Jan Amos Comenius  
Valdstejnská 20  
118 00 PRAHA 1  
Tel.: (420) 602 346 195  
Email: pankova@pmjak.cz

Mr. Muhammad Saeed SARWAR  
Third Secretary  
Permanent Mission of the Islamic Republic of  
Pakistan to the UN Office and Specialized  
Institutions in Geneva  
56 rue de Moillebeau  
1211 GENEVA 19  
Tel.: (41) 78 949 26 68  
Email: saeedesarwar@gmail.com

**République-Unie de Tanzanie / United  
Republic of Tanzania**

Dr. Paul S.D. MUSHI  
Director General  
Tanzania Institute of Education  
686 Ali Hassan Mwinyi Road  
P.O. Box 35094  
DAR ES SALAAM  
Tanzania  
Tel. : (255-22) 277 5087  
Mobile : (255) 754 270 765  
Fax : (255-22) 277 44 20  
Email : paul.mushido@yahoo.com;  
director.general@tie.go.tz

**République dominicaine / Dominican  
Republic**

S.E. Sra Ana Rita GUZMAN  
Vice-ministra de educación  
Secretaria de Estado de Educación  
Ministerio de Educación  
Avenida Máximo Gómez, no. 2  
SANTO DOMINGO  
République dominicaine  
Tél. : (809) 796 3750 / 829 601 1354  
Email: anaritaguzman@gmail.com

**Suisse / Switzerland**

M. Charles BEER  
Conseiller d'Etat en charge du Département de  
l'instruction publique de la République et  
canton de Genève  
6, rue de l'Hôtel de Ville  
Case postale 3925  
1211 GENEVE 3  
Suisse  
Tél. : (41-22) 327 24 00  
Fax : (41-22) 327 05 66

**République tchèque / Czech Republic**

Mr Jindřich FRYČ  
Director-General  
Ministry of Education, Youth and Sports  
Karmelitská 7  
118 12 PRAHA 1  
Czech Republic  
Tel.: (420) 234 81 15 37

S.E. M. Rodolphe IMHOOF  
Ambassadeur, Délégué permanent de la Suisse  
auprès de l'UNESCO  
Délégation permanente de la Suisse auprès de  
l'UNESCO  
Maison de l'UNESCO  
1, rue Miollis  
75732 PARIS Cedex 15  
France  
Tél.: (33-1) 45 68 33 96 / 98  
Fax : (33-1) 43 06 21 39  
Email : dl.suisse@unesco.org

Mlle Marie BATTISTON  
Attaché  
Mission permanente de la Suisse auprès de  
l'ONU  
9-11 rue de Varembe  
Case postale 194  
1211 GENEVE 20  
Suisse  
Tél. : (41-22) 749 24 34  
Email : marie.battiston@eda.admin.ch

Mme Claudine DAYER FOURNET  
Secrétaire adjointe  
Département de l'instruction publique de la  
République et canton de Genève  
6, rue de l'Hôtel de Ville  
Case postale 3925  
1211 GENEVE 3  
Suisse  
Tél. : (41-22) 327 24 00  
Fax : (41-22) 327 05 66

M. Benedikt HAUSER  
Adjoint scientifique  
Secrétariat d'Etat à l'éducation et à la  
recherche  
Département fédéral de l'intérieur  
3003 BERNE  
Suisse

S.E. M. Ernst ITEN  
Ambassadeur  
Division politique V  
Coordination de politiques sectorielles  
Département fédéral des affaires étrangères  
Direction politique  
Palais fédéral ouest  
3003 BERNE  
Suisse  
Tél. : (41-31) 322 30 52  
Email : ernst.iten@eda.admin.ch

Mme Fabienne LAGIER  
Education Adviser  
Direction du développement et de la  
coopération (DDC)  
Département fédéral des affaires étrangères  
Bundesgasse 32  
3003 BERNE  
Suisse  
Tél. : (41-31) 323 17 34  
Fax: (41-31) 323 17 64  
Email: fabienne.lagier@deza.admin.ch

M. Nicolas MATHIEU  
Chef Coordination UNESCO  
Commission suisse pour l'UNESCO  
DFAE DP V  
Bundesgasse 32  
3003 BERNE  
Suisse  
Tél. : (41-31) 323 41 34  
Fax : (41-31) 322 10 70  
Email : nicolas.mathieu@eda.admin.ch

M. Bernard WICHT  
Chef des Affaires internationales  
Conférence suisse des Directeurs cantonaux de  
l'instruction publique  
Maison des cantons  
Speichergasse 6, CP 660  
3000 BERNE 7  
Suisse  
Tél : (41-31) 309 51 23  
Fax : (41-31) 309 51 10  
Email : wicht@edk.ch

### **Thaïlande / Thailand**

Mr. Tongthong CHANDRANSU  
Secretary General for Education Council  
Office of the Education Council  
Ministry of Education  
99/20 Sukhothai Road, Dusit  
BANGKOK 10300  
Thailand  
Tel.: (66-2) 243-7911  
Fax: (66-2) 243 -7910  
Email: tongthong.c@onec.mail.go.th

Mr. Chaub LEECHOR  
Inspector General  
Office of the Permanent Secretary  
Ministry of Education  
Raj Damnoen Nok Ave., Dusit  
BANGKOK 10300  
Thailand

Tel.: (66-2) 280 2849  
Fax: (66-2) 280 2881  
Email: chaub.dr@gmail.com

Ms Ratchanin PONGUDOM  
Programme Officer  
Bureau of International Cooperation  
Ministry of Education  
Ratchanoen-Nok, Dusit  
BANGKOK 10300  
Thailand  
Tel.: (66-2) 6285646 ext. 119  
Fax: (66-2) 281 0953  
Email: ratchanin@yahoo.com

Ms Orachart SEUBSITH  
Deputy Permanent Delegate of Thailand to  
UNESCO  
Permanent Delegation of Thailand to  
UNESCO  
Maison de l'UNESCO  
1 rue Miollis  
75732 PARIS Cedex 15  
France  
Tél. : (33-1) 45 68 31 23  
Fax : (33-1) 45 68 31 24  
Email : dl.thailande@unesco-delegations.org

Ms Duriya AMATAVIVAT  
Specialist in International Cooperation Policy  
Bureau of International Cooperation  
Ministry of Education  
Ratchadamnoen-nok, Dusit  
BANGKOK 10300  
Thailand  
Tel.: (66-2) 6285646 ext. 116  
Fax: (66-2) 281 09 53  
Email: duriyaa@hotmail.com

### **OBSERVATEURS / OBSERVERS**

#### **Bénin / Benin**

Mme Françoise MEDEGAN  
Premier Conseiller  
Délégation permanente du Bénin auprès de  
l'UNESCO  
Maison de l'UNESCO  
1 rue Miollis  
75732 PARIS Cedex 15  
France  
Tél. : (33-1) 45 68 30 85 /63  
Fax : (33-1) 43 06 15 55  
Email : fmedegan@yahoo.fr ;  
f.medegan.bj@unesco.delegations.org

#### **Espagne / Spain**

Ms. Carmen RODRIGUEZ ARTEAGA  
Coordinatrice de la planification sectorielle  
Ministerio de Asuntos Exteriores y  
Cooperación  
Beatriz de Bobadilla 18, 2a  
28071 MADRID  
Spain  
Tel. : (34-91) 379 9786  
Email : carmen.rodriguez@maec.es

#### **France / France**

Mme Marie Josée GRIESEMANN-de-  
FORNEL  
Chargée de mission  
Ministère de l'éducation nationale  
110, rue de Grenelle  
75007 PARIS  
Tél. : (33-1) 55 55 66 89  
Fax : (33-1) 55 55 61 23  
Email :  
marie-josee.de-fornel@education.gouv.fr

#### **Koweït / Kuwait**

Dr Muhammed AL-SHATTI  
Délégué Permanent Adjoint  
Délégation permanente du Koweït auprès de  
l'UNESCO  
Maison de l'UNESCO  
1, rue Miollis  
75732 PARIS Cedex 15  
France  
Tél : (33-1) 45 68 26 68 / 69  
Fax : (33-1) 40 65 93 05  
Email : m.alshatti@unesco.org

### **UNESCO SIEGE / UNESCO HQ**

Mr Qian TANG  
Assistant Director-General for  
Education a.i.  
UNESCO  
7, place de Fontenoy  
75352 PARIS 07 SP  
France  
Tél. : (33-1) 45 68 08 31  
Fax : (33-1) 45 68 56 27  
Email : q.tang@unesco.org

Mr Alexander SANNIKOV  
Chief, Section for Liaison with Institutes, Field  
Offices and External Partners  
UNESCO  
7, place de Fontenoy  
75352 PARIS 07 SP  
France  
Tél. : (33-1) 45 68 08 75  
Fax : (33-1) 45 68 56 27  
Email : a.sannikov@unesco.org

**INSTITUT DE L'UNESCO /**  
**UNESCO INSTITUTE**

Ms Carolyn MEDEL-AÑONUEVO  
Deputy Director  
UNESCO Institute for Lifelong Learning  
Feldbrunnenstr. 58  
20148 HAMBURG  
Germany  
Tel.: (49-40) 44 80 41 25  
Fax: (49-40) 410 77 23  
Email: c.medel-anonuevo@unesco.org

**PANELISTES DU FORUM /**  
**FORUM PANELISTS**

Mr. Mel AINSCOW  
Professor, School of Education University of  
Manchester  
Ellen Wilkinson Building-A5.13  
The University of Manchester  
Oxford Road  
MANCHESTER M13 9PL  
United Kingdom

Ms. Irmeli HALINEN  
Head of the National Curriculum Development  
Unit  
Finnish National Board of Education  
Kumpulantie 3  
00520 HELSINKI  
Finland

Prof. Juan Carlos TEDESCO  
Director Ejecutivo  
Unidad de Planeamiento Estratégico y  
Evaluación de la Educación  
Presidencia de la Nación  
Av. Santa Fe 1385, 6° piso  
(C1059ABH)  
CIUDAD DE BUENOS AIRES  
Argentina  
Email: j.tedesco@iipe-buenosaires.org.ar